DOCUMENT RESUME

ED 274 132	EC 190 606
TITLE	Supplement to the Essential Elements for the Hearing Impaired: A Curriculum Emphasizing Language, Communication and Other Developmental Areas.
INSTITUTION	Texas Education Agency, Austin.
REPORT NO	TEA-GE6-331-01
PUB DATE	86
NOTE	166p.; For a related document, see ED 238 234.
AVAILABLE FROM	Publications Distribution Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701 ($3.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Curriculum Enrichment; Educational Diagnosis; Elementary Education; English Curriculum; *Hearing Impairments; Individual Development; Individualized Education Programs; *Language Arts; *Minimum Competencies; Special Education; *State Standards; *Student Educational Objectives; Student Evaluation
IDENTIFIERS	*Texas

ABSTRACT

This volume serves as a supplement to the Texas Education Agency's "Rules for Curriculum," implemented in 1984, which requires all Texas schools to teach the same essential elements to all students in kindergarten through grade 8. This manual is intended for modification of that curriculum for hearing impaired students with severe learning problems or for hearing impaired students who can use the curriculum but at a slower rate with supplementary instruction provided in language and communication. The major modifications in this manual are additions to the state basic curriculum of essential elements, with particular emphasis on English language arts. Guidelines and suggestions are listed for assessment procedures and goal selection for hearing impaired students. Among the essential elements listed for hearing impaired students in English language arts are listening, speaking, reading, writing, and language meaning and form. The next major section lists goals for the language of other content areas, including mathematics, science, health, physical education, fine arts, and social studies. Developmental areas such as vocational competence and attitude, self-concept strength, economic awareness and realism, family relationships, productive use of leisure time, social relationships, communication, and political rights and responsibilities for hearing impaired students are considered in the last section. Appendices contain correlated outline codes, an individualized education program form, and an assessment form. (CB)

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ED274132

SUPPLEMENT TO THE ESSENTIAL ELEMENTS FOR THE HEARING IMPAIRED

A Curriculum Emphasizing Language, Communication and Other Developmental Areas

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SUPPLEMENT TO THE ESSENTIAL ELEMENTS FOR THE HEARING IMPAIRED

A Curriculum Emphasizing Language, Communication and Other Developmental Areas

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Texas Education Agency
Austin, Texas

FOREWORD

This Supplement to the Esssential Elements for the Hearing Impaired maintains allegiance to the state basic curriculum mandated by the 67th Texas Legislature.

Proper use of this document by appropriate personnel will guarantee that Texas school districts are providing hearing impaired students the opportunity "to participate actively in a well-balanced curriculum and master, to the best of their ability, the knowledge, skills, and competencies established through the essential elements."

This publication has been prepared as a service to school administrators, teachers, and others interested in the special education program of the state.

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Commissioner of Education

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INTRODUCTION

The new basic curriculum implemented in 1984 requires all Texas schools to teach the same essential elements, developed for 12 major subject areas, to all students. Instruction in the essential elements may be modified for students with special needs. Hearing impaired students with severe learning problems may require a unique curriculum; however, the majority of hearing impaired students should be able to use the state mandated curriculum (perhaps at a slower rate), if supplementary instruction is provided in the areas of language and communication. This supplemental curriculum, the Supplement to the Essential Elements for the Hearing Impaired (SEE-HI), is designed to help hearing impaired students follow the state mandated curriculum. It contains:

1. The original and the supplemental essential elements in English Language Arts,
2. A section describing the language of each content area, and
3. The developmental areas from the Statewide Curriculum for the Deaf, developed and used widely in Texas.

The original state basic curriculum of essential elements has not been modified; only additions have been inserted. All additions are typed in italics so that the reader can clearly distinguish the state basic curriculum from the SEE-HI. A correlation between the outline codes of the Statewide Curriculum for the Deaf (SWCD) and the SEE-HI can be found in Appendix A.

The state basic curriculum of essential elements provides general goals and objectives which children are encouraged to meet. The essential elements must be expanded through specific curriculum guides in each content area. In contrast, the SEE-HI provides specific objectives in the area of English Language Arts, which may not require further breakdown of skills. Local districts may expand the essential elements in each subject area by selecting objectives and teaching strategies from specially developed guides, textbooks, or other materials, so long as all of the essential elements are taught. The SWCD, along with its instructional materials and guides, is an excellent resource for expanding the essential elements for hearing impaired students. Available curricula in the areas of auditory training and speech development should be used to select objectives in those areas under the English Language Arts essential elements of Listening and Speaking. Speech and auditory training have not been expanded in the SEE-HI because of the space this would require. These are, however, important components of communication, comprising entire texts. Specific assessment and goals in these areas should be added to the essential elements for hearing impaired students, and be included in their individual educational plans (IEPs).

The major modifications provided by the SEE-HI are found in the essential elements of English Language Arts. Teachers should be able to select IEP goals from this section. Areas of modification are described below:

1. Developmental milestones in language have been added to the state basic curriculum of essential elements in English Language Arts. The SEE-HI combines early developmental language skills with the language arts skills being learned by linguistically competent school-age children. The difficulty of this endeavor results in occasional nonparallel outline sequences and illogical ordering of objectives. For example, auditory training skills are listed as the last item under Listening, and parallel in importance with items such as "respond to storytelling by drawing" or "distinguish between fact and opinion." Yet auditory training should comprise the majority of all skills taught in the area of Listening. Furthermore, added goals and objectives always follow those of the state basic curriculum. The importance of each item is therefore unrelated to its location in the outline sequence of essential elements. This procedure maintains the numeration used in the state basic curriculum. Consequently, both regular teachers and teachers of the hearing impaired will number the same essential elements in the same way.

2. The language arts section of the SEE-HI includes goals which reflect each aspect of language and the development of reading skills. However, traditional terminology for describing language acquisition may be obscured by the framework of the language essential elements. A more linguistic description of this section follows:

   (a) English Language Arts

      (1) Listening: Auditory skill development (auditory training)

      (2) Speaking

         (A) Developing fluency (pragmatics: discourse)

         (B) Accomplishing purposes (pragmatics: communicative intent)

         (C) Speech development

         (D) Language to express cognitive function

         (E-G) Generalization to use of language in new contexts

      (3) Reading

      (4) Writing

      (5) Language meaning and form

         (A) Vocabulary (semantics: word meaning)

         (B) Structure (syntax)

3. Some SWCD objectives have been placed into specific grade levels; however, it would be difficult to assign many developmental milestones in language to individual age or grade levels. The SWCD dealt with this problem by writing objectives in three-year stages, rather than for each individual year. The SEE-HI maintains that feature for many of its items by including the same skills for three years in a row. For example, use of the sentence pattern N+ V+N appears at three consecutive grade levels. Individual children will master various sentence patterns at somewhat different times during this three-year period. Children who master them early may go on to use them with expanded vocabulary and in a variety of content areas and environmental situations.

4. Supplemental goals are provided only from preschool through grade eight. Teachers should refer to the SKI*HI program (including the Texas adaptation) and to Stage 0 of the SWCD when working with children performing below the preschool level. Any student who can perform beyond the eighth grade level should be capable of working within the regular essential elements, perhaps at a slower rate or earlier grade level.

5. Hearing impaired students learn language at different rates. It would not be possible to insert goals into grade levels which would be appropriate for all students. This curriculum reflects an ideal rapid pace, because some hearing impaired students can achieve at this rate. Goals have been placed at the earliest level at which they might be reached by some hearing impaired students. Thus the teacher can at least be aware of and consider the goal, then decide whether or not to select it. Teachers should try to introduce goals as early as possible, for students must attain basic linguistic competence early in order to benefit maximally from education. However, many students may not reach the goals this rapidly. Teachers should then use the same developmental sequence, but proceed at a slower pace, providing enrichment activities if necessary. In determining grade equivalence in the area of language arts, only non-italicized skills should be considered. The italicized supplemental material for language appears at much younger ages in normally developing children.

6. The supplemental curriculum does not address the issue of language modality. These goals are considered appropriate for students learning language through either Total Communication or Auditory-Oral modalities.

The SEE-HI section on *The Language of Content Areas* is designed to assure that teachers systematically teach language during instruction of all content areas. When developing lesson plans for math, science, health, etc., the teacher can select corollary language in areas such as vocabulary, connected language, question forms, broad communication skills, etc. For example, a teacher who is working on math subtraction facts could add language such as:

(1) Vocabulary: take away, lost, left, then
(2) Questions: answering "how many are left?" questions
(3) Connected language: producing N + V + N and N + V + Adj sentences (e.g., "Ann took away four hats" or "Then, how many were left?")
(4) Communication: informal presentation to class describing how many raisins were eaten and left by each student during snack time.

The Statewide Curriculum for the Deaf is comprised of eight content or subject areas and eight developmental areas. The developmental areas include: self-concept strength, communication, family relationships, social relationships, economic awareness and realism, political rights and responsibilities, vocational competence and attitude, and productive use of leisure time. These are special aspects of development which transcend subject matter learning and may require special attention for hearing impaired students. Because these areas do not easily correlate with the essential elements, they are inserted as a separate unit. Teachers are encouraged to select goals from these areas when developing units of instruction. In addition, many essential elements can be taught through the developmental areas.

The SEE-HI, which focuses on the development of language and communication skills, may also be appropriate for many normally hearing, language disordered students.

ASSESSMENT PROCEDURES

Individual assessment forms are provided for rating student performance on each of the essential elements in English Language Arts (See Appendix B). Evaluators can rate the degree to which the behavior occurs, using the following criteria:

Mastery Criteria	Coding Symbols
1. Never	/
2. Rarely	/\
3. Some regularity	/\/
4. Mastered	/\/\

The coding symbol allows evaluators to reevaluate individual skills over time, using a different color for each slash, or set of slashes, in the symbol. For example, a student may rarely perform a skill during one evaluation (and be rated /\ using one color). The next year, that student may perform that skill with some regularity. An additional slash would then be added in a different color (indicated here by a dotted line): /\/ Slashes can be added until the skill is mastered.

The mastery criteria are written in general terms to accommodate a large variety of skills, some of which are more difficult to quantify than others. Individual programs may use more specific criterion levels.

Various sources of observation data can be used to determine mastery level. Different skills may best lend themselves to different data collection procedures. For example, grammatical structures may be observed using language sample analyses or formal tests. Many of the pragmatic goals will be evaluated through informal observation or previous knowledge of the student's behavior. The ultimate goal of all instruction should be mastery during spontaneous (i.e., untutored) use. It is, therefore, best to use a student's performance during spontaneous communication or independent reading as the context for evaluation. Once data are collected in this fashion, the evaluator can probe specific areas in which insufficient data exist to rate the student. The following sequence of data collection would thus be followed:

1. Previous Knowledge About the Student.
   A teacher who has worked with a student for some time will already possess knowledge about performance on a large number of skills. Observation of a child over time may be the most reliable data one can collect. Some programs may use more formal observation procedures (similar to those described in the *Teacher Assessment of Grammatical Structures*, TAGS), whereas others may rely on informal observation. Regardless, the teacher, and others who have worked with the student, can begin the evaluation by rating all skills for which they have sufficiently observed the individual abilities.

2. Analysis of Spontaneous Behavior (language sample/analysis, informal reading inventory).
   A language sample analysis is an excellent procedure for evaluating how a student uses language during spontaneous communication. Several procedures exist for collecting and analyzing samples, many of which are used by programs for hearing impaired and language disordered students. Although the language sample analysis requires a greater initial expenditure of time, the data collected through this procedure cannot be matched through formal testing.

   An informal reading inventory (IRI) is an individually administered test which allows the teacher to explore the student's reading abilities in greater depth than is obtained through standardized testing. The analysis is based on the child's reading of a basal series or other graded materials. This careful task analysis of the student's performance is an ideal procedure for helping the teacher target those specific goals which best capture the student's individual needs. A number of procedural guides for conducting an IRI are available, some of which are specific to the basal series they accompany.

Procedures such as the language sample analysis and the informal reading inventory are essential when evaluating students new to the program, for whom previous knowledge of ability is minimal. Individual program staff can determine whether an annual analysis or inventory is needed for each student in the program.

3. Observation of Student's Communication.
   After the teacher has used previous knowledge and the language sample analysis or IRI to observe the student's abilities, there will still be some skills that the teacher will feel uncertain in rating. The teacher can then watch for those particular behaviors as the student communicates with others and participates in nonstructured reading activities.

4. Teacher Probes.
   a. Informal Assessment
      If certain skills have still not been observed, the teacher must set up situations that specifically probe the student's ability to perform those skills. This may be the case when the students have some familiarity with a skill, but have not begun using it spontaneously. A student may be able to perform some skills in limited, structured situations planned by the teacher. Either the teacher already knows this information from working with the student, or the teacher must replicate a lesson to test whether the student can perform in that context.

   b. Formal Tests
      Some formal tests or subtests may contribute useful information in evaluating a student's performance of skills in the curriculum. These tests should be used wisely, in accordance with the test's objectives. Normed or standardized tests have been developed to compare an individual student's performance to that of other students. Thus, they are most appropriately used for comparative purposes (e.g., comparing to nonhandicapped students to see how far behind the student is, perhaps to evaluate potential for mainstreaming; comparing to other hearing impaired students; or comparing to certain standards, as when determining eligibility). However, standardized tests are not intended to be used for determining competency in particular behaviors. For example, one could not select vocabulary goals by giving the *Peabody Picture Vocabulary Test*. Many standardized tests probe each behavior an insufficient number of times, and in extremely limited contexts. There are some, however, which do assess a particular behavior repeatedly (e.g., the *Grammatical Analysis of Elicited Language* evaluates certain grammatical structures repeatedly; the *Brigance Diagnostic Inventory of Basic Skills* repeatedly evaluates use of initial consonants). Results of these tests or subtests can contribute to observational data when evaluating performance on skills in the curriculum.

Assessment of auditory training skills and speech skills is not reported on the SEE-HI assessment form. Instead, the form lists those skill areas and refers the reader to an attached assessment report. Assessment for these areas should be based on other curricula, which are too extensive to include on the SEE-HI checklist.

The language skills are grouped on the assessment and IEP forms in the same way they are grouped in the curriculum: preschool, grades 1-3, grades 4-6, grades 7-8. Although most of the skills are the same in the set of grades which are grouped together, some of the regular (non-italicized) skills change from one grade to the next. The listing below provides an example of how the changes in grades 1-3 appear on the assessment and IEP forms:

(1) Listening and Looking (grades 1-3)

- (A_1) Respond to nonverbal cues
- ($A_{2,3}$) Adjust physical conditions
- (B) Appreciate sound
- ($C_{1,2}$) Identify main idea
- (C_3) Recognize speaker's purpose

(D_1)	Respond to storytelling
(D_{2-3})	Respond to a speaker
(E_{1-2})	Auditory training (F_3)
(E_3)	Distinguish fact and opinion

This should be interpreted as follows:

A—The skill for grades 2 and 3 is the same, but grade 1 is different

B—The skill is the same at all three grades

C—The skill is the same in grades 1 and 2, but different in grade 3.

D—Same as A

E—The skill is the same at grades 1 and 2, but changes in grade 3. Furthermore, skill F in grade 3 (F_3) is the same as skill E in grades 1 and 2.

GOAL SELECTION

Individual IEP forms are provided for selecting goals and tracking progress on goals (See Appendix C). A space is first included to record baseline behavior on each skill. Baseline behavior should reflect a student's competency (i.e., mastery level) on a skill when it is first assessed. The assessment coding symbols should be converted to numbers before writing them as baseline behaviors on the IEP forms, as follows:

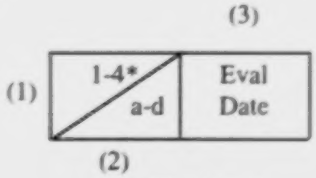
Assessment Symbol	IEP Symbol
/	1
Λ	2
N	3
M	4

Space is then provided to indicate predicted mastery levels during three subsequent school years. The mastery criteria for goals are very similar to those for assessment. Two sets of criteria are provided below. One set is general; the other more precise. Individual program staff can decide which of these two would best meet their needs. Some may wish to define their own criteria (e.g., percentage levels). Predicted mastery levels should be written for only those goals selected for the IEP. If the skill is not selected as a goal, nothing will be written in the blank.

General Mastery Criteria	Coding Symbols
1. Exposure to target	1
2. At times	2
3. With some regularity	3
4. Mastery	4

Precise Mastery Criteria	Coding Symbols
1. Exposure to target	1
2. Inconsistently, with cues, in structured situations	2
3. Consistently, without cues, in structured situations	3
4. Consistently and spontaneously, in a variety of contexts	4

In addition to mastery criteria, IEPs must also include a description of the evaluation procedure, schedule for evaluation, indication of whether the mastery level was met, and the position of the person responsible for implementation. Additional coding has been designed to streamline the recording of this information. The following key should be used:



*circle if met

1. The numbers 1-4 indicate the predicted mastery level for each goal, as described above. These mastery levels are filled in when the IEP is written for the subsequent year. When the following year's IEP is written, and the previous year's goals are reviewed, the mastery level should be circled if the goal was met. A decision can then be made regarding whether or not to re-select that goal for the coming year, perhaps at a different mastery level.

2. The letters a-d indicate the evaluation procedure to be used for determining mastery level at the end of the school year. These are:

Evaluation Procedure	Coding Symbol
Teacher observation	a
Formal test	b
Informal test	c
Other	d

3. The date or time of evaluation is indicated to the right of the evaluation procedure.

IEP forms are also provided for goal selection and tracking progress in every subject matter area of the essential elements. Although these areas are not addressed in this Supplement, the forms are provided as a convenience so that the entire IEP will have the same format. One of these forms is labelled "Other Areas," and can be used for goals such as behavior management, hearing aid management, or the developmental areas. A summary sheet is included for documenting required information related to the IEP.

Goals in the areas of auditory training and speech are not included on the SEE-HI IEP form. Instead, the form lists those skill areas and refers the reader to an attached set of goals. Goals for these areas should be based on other curricula. These are too extensive to include on the SEE-HI form.

The admission, review, and dismissal (ARD) committee is responsible for selecting those goals that will best meet each individual student's needs. The large majority of hearing impaired students will be delayed in each of the major components of the English Language Arts essential elements, listening, speaking, reading, writing, and language. Teachers are strongly encouraged to select a variety of goals from each of these components. Not every goal must be set at the highest mastery level. Selection of a variety of goals within each component will encourage more even development across the various areas of each linguistic domain. In the language component of English Language Arts, for example, the typical student's IEP might reflect:

(1) a variety of vocabulary related goals (e.g., new vocabulary, verbal associations, multiple meanings, nonliteral language, providing definitions), as well as

(2) various goals related to grammar (e.g., sentence patterns, expanded noun and verb phrases, morphological endings.

In the reading component, the IEP could reflect goals involving:

(1) word study skills (e.g., phonetic analysis, word meanings, structural analysis),

(2) comprehension skills (e.g., recall of facts, drawing conclusions, generalizing), and

(3) study skills and pleasurable reading (e.g., discriminating between fact, fiction, and opinion; using references; reading poetry).

Few students should pass through a year's worth of education without receiving instruction in each of these skill areas.

CHAPTER 75 CURRICULUM

SUBCHAPTER B. ESSENTIAL ELEMENTS—KINDERGARTEN-GRADE SIX

§75.21 English Language Arts

(a) English Language Arts, *early childhood through* kindergarten. English language arts, *early childhood through* kindergarten, shall include the following essential elements:

- (1) Listening *and Looking*. Developing skill in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:
  - (A) focus attention on a speaker without interrupting;
  - (B) listen to appreciate sound devices of rhyme, alliteration, and onomatopoeia *as appropriate for nature of hearing loss;*
  - (C) listen *and/or look* carefully to instructions and important information *and carry out simple commands;*
  - (D) respond to storytelling by drawing or painting;
  - *(E) attend to environmental sound; and*
  - *(F) expand all auditory skills through auditory training.*
- (2) Speaking
  - (A) Developing fluency in using oral *and/or sign* language to communicate effectively. The student shall be provided opportunities to:
    - (i) engage in creative dramatic activities and nonverbal communication, *including nonverbal prelinguistic communication when verbal symbols are not known;*
    - (ii) use a variety of words to express feelings and ideas;
    - (iii) speak *more* clearly and at a *more* appropriate rate;
    - (iv) communicate effectively in one-to-one and small group situations;
    - *(v) initiate communication;*
    - *(vi) respond to communication presented by others;*
    - *(vii) introduce new topics into a conversation;*
    - *(viii) maintain a topic during conversation;*
    - *(ix) recognize and help repair communication breakdowns;*
    - *(x) appropriately take turns during conversation;*
    - *(xi) provide feedback to partner during conversation which demonstrates that one is following along;*
    - *(xii) use appropriate strategies for interrupting conversations; and*
    - *(xiii) increase attention span, attention to detail, attention to changes in speaker, and attention in various environments (e.g., noisy, crowded, unfamiliar).*
  - (B) Speaking *and/or signing* to accomplish a variety of purposes: informing, expressing, persuading, *commanding,* entertaining. The student shall be provided opportunities to:
    - (i) relate events from personal experience;
    - (ii) present poems chorally;

(iii) begin to produce simple nursery rhymes with help;

(iv) communicate about an experience or picture;

(v) use word(s) to label objects and events;

(vi) describe and/or add information about a person, object, or event;

(vii) answer basic questions;

(viii) request actions and objects in statements and in imperatives;

(ix) request information;

(x) call other people;

(xi) use and respond to ritualistic greetings and partings;

(xii) protest objects or events; and

(xiii) employ social routines.

(C) Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels.

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

(i) discriminate *sign*, sound, *and/or mouth position* for each letter of the alphabet;

(ii) discriminate visual shapes, forms, and letters;

(iii) understand the direction of conventional print;

(iv) develop an awareness that morphemes added to basic words change the meaning, although the student may not necessarily grasp the new meaning;

(v) begin acquisition of an initial sight vocabulary including names, labels and warning signs;

(vi) become aware of short words and long words; and

(vii) become aware of words that begin, end, or look alike (e.g., Mike and Mary, cat and rat, meet and meat).

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

(i) relate experiences with appropriate vocabulary in complete sentences;

(ii) supply missing words in oral *and/or signed* context, *and suggest what word might come next;*

(iii) recognize and produce simple captions under pictures; and

(iv) become aware of how the picture dictionary can be used.

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to respond to storytelling or *signed and* oral reading by:

(i) telling what the story is about;

(ii) recalling important facts and details;

(iii) arranging the events in sequential order;

(iv) distinguishing between real and make-believe;

(v) retelling a story;

(vi) selecting a picture that shows a given emotion;

(vii) characterizing a story, for example, as funny, sad, scary, or make-believe;

(viii) developing "favorites" among the stories introduced in class;

(ix) gaining meaning from the reading of experience stories accompanied by pictures (e.g., weather, attendance, or classroom news); and

(x) beginning to make inferences from situations and pictures (e.g., what might happen).

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

(i) follow oral *or signed* directions;

(ii) follow directions presented through pictures;

(iii) recognize own first and/or last name as a label on possessions and charts;

(iv) become aware of the picture dictionary as others use it; and

(v) observe how adults use various types of texts for a variety of purposes.

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(i) appreciate repetition, rhyme, rhythm, and alliteration, *as appropriate to degree of hearing loss;*

(ii) respond to various forms of literature;

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(iv) select books for individual needs and interests;

(v) follow simple story line in stories read aloud;

(vi) participate in daily storytelling periods;

(vii) recognize and identify emotions presented in dramatizations;

(viii) observe adults reading for pleasure; and

(ix) observe adults reacting to various texts they have read.

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

(i) name objects and actions seen in pictures;

(ii) follow the sequence of an illustration or picture accompanying a story or text;

(iii) begin to accumulate information from pictures;

(iv) follow short, simple filmstrips, picture series, and movies; and

(v) recognize simple messages or actions presented in pantomime.

(G) Developing a strong perceptual-conceptual base in which to integrate reading skills. The student shall be provided opportunities to:

(i) classify objects according to identical perceptual and functional features (e.g., color, shape, and size; things which can be eaten);

(ii) identify likenesses and differences;

(iii) perceive simple forms embedded in others (puzzles, etc.);

(iv) differentiate foreground and background in pictures;

(v) develop visual memory for objects and pictures (retention skill);

(vi) produce patterns from memory after a brief exposure;

(vii) become aware of left and right and the sequencing of pictures or objects from left to right;

(viii) become increasingly aware of all forms of direct sensory experience, including distinctive sounds, tastes, smells, and textures;

(ix) perceive relationships that are experienced in daily activities (e.g., cause and effect, plan and action, events and outcome, beginning and end);

(x) recognize temporal relationships among events;

(xi) recognize spatial relationships between objects; and

(xii) recognize serial relationships between objects.

(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) recognize that everyone has experiences to write about;

(ii) convey a personal message through a combination of known written conversation and other graphic symbols; and

(iii) develop confidence that written communications can be read by others.

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(i) recognize that writing can entertain and inform;

(ii) experience purposeful written communication by observing labels on bulletin boards, duty charts, teacher-made news charts, etc.; and

(iii) observe written communication between adults and its effect.

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) recognize that conventions are used to help communicate to an audience;

(ii) recognize the nature of sound-symbol correspondence;

(iii) recognize the conventions of writing—spaces between words, word order, and marks on pages other than letters of alphabet;

(iv) identify and match capital and lower case letters;

(v) become aware that the printed word has meaning and that symbols can communicate information; and

(vi) experiment freely with written symbols in loosely structured settings (without correction).

(5) Language *(Meaning and Structure)*. Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communication. The student shall be provided opportunities to *understand and* use oral language *or total communication* in a variety of situations.

(A) Vocabulary: Expand number of words used within a variety of meaning (semantic) categories (approximately 70% nouns, 15% verbs, and 15% other categories):

(i) *nouns used as agents, objects, and entities: e.g., people (including simple pronouns), clothing, animals, furniture, school items;*

(ii) *verbs: action verbs ("eat, give," etc.) and state verbs ("have, see, want," etc.);*

(iii) *attributes: "old, funny, slow," etc. (learns each as descriptors, but does not yet associate with polar opposites—e.g., "hot" and "cold" not learned together;*

(iv) *possessives ("my, your," etc.); locations ("in, home, outside, there, under," etc.); existence ("there's/that's a ____"); recurrence ("again, more, no more"); quantity ("two, one"); negation, including protest, denial, nonexistence, and rejection ("no, not, none");*

(v) *answers the question words "what, where, who (subject and object), how many, what color";*

(vi) *average acquisition of new words is approximately 1-4 words a day;*

(vii) *total number of words used is approximately twice as large as total number of different words used; and*

(viii) *familiarity with picture dictionary.*

(B) *Language structure and use of sentence patterns*

(i) *produce early sentence patterns reflecting two- and three-word semantic-syntactic relations, in English word order. Include word combinations that reflect the vocabulary categories described above. Gradually increase the number of semantic categories used in single utterances.*

e.g.	*Relations*	*Examples (and interpretation)*
	Agent + Object	*"Mama soup" ("Mama's eating soup")*
	Recurrence + Attribute + Object	*"More dirty pants" ("The pants are dirty again")*
	Agent + Action + Location	*"Dog go up" ("The dog got on the bed")*
	Existence + Possessive + Object	*"That dolly bottle" ("That's dolly's bottle")*
	Negation + Object	*"No airplane" ("That's not an airplane")*
	Entity + State + Quantity	*"I want three."*

(ii) *begin to use the morphological marker "-ing" with verbs; and*

(iii) *ask simple questions: what that? who? what? where? how many? what color? yes/no questions. (All questions produced without a "be" or auxiliary verb: e.g., "Where boy go?" "You sick?").*

(b) English language arts, grade one. English language arts, grade one, shall include the following essential elements:

(1) Listening *and Looking*. Developing skill in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:

(A) respond to nonverbal cues;

(B) listen to appreciate sound for each letter of the alphabet and for devices of rhythm, rhyme, alliteration, and onomatopoeia *(as appropriate for nature of hearing loss);*

(C) identify the main idea of a speaker's message;

(D) respond to storytelling by drawing or painting; and

(E) expand all auditory skills through auditory training.

(2) Speaking

(A) Developing fluency in using oral language *and/or sign language* to communicate effectively. The student shall be provided opportunities to:

(i) engage in creative dramatic activities and nonverbal communication;

(ii) use a variety of words *and connected language* to express feeling, *attitudes, values, aspirations,* and ideas;

(iii) speak *more* clearly and at *a more* appropriate rate;

(iv) contribute ideas and information in group discussions;

(v) develop experience and imaginative stories and classify new stories (with help) using descriptive skills and new vocabulary; can repeat some sentences from these stories;

(vi) initiate and terminate conversation;

(vii) keep track during (i.e., follow) conversation;

(viii) introduce new and relevant topics into a conversation;

(ix) appropriately change the topic, including appropriate transitional phrases;

(x) avoid talking while others are talking;

(xi) provide appropriate amount of information—not saying what listener already knows, while providing sufficient information for listener to follow;

(xii) recognize and help repair communication breakdowns;

(xiii) appropriately alternate turns during conversations; and

(xiv) create different effects by saying things in different ways.

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining, etc. The student shall be provided opportunities to:

(i) sequence events appropriately when relating them;

(ii) present poems chorally, *becoming more aware of rhythmical patterns;*

(iii) give a reason to persuade a peer or close adult;

(iv) give a short sequence of directions for others to follow;

(v) describe objects, events, processes, properties, conditions, locations, etc.;

(vi) use language to secure goods and services, and to satisfy needs;

(vii) use language to influence and achieve some control over others;

(viii) request information, action, acknowledgement, or clarification;

(ix) respond to requests for information, verification, clarification, action, repetition, etc.;

(x) provide statements of information, fact, rules, attitudes, feelings, beliefs, explanation;

(xi) acknowledge others' responses through acceptance, agreement, disagreement; and

(xii) use language to call attention, express politeness, protest, joke, warn, tease.

(C) Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels;

(D) Understanding and/or using language to express cognitive processes, including:

(i) observing: e.g., "That's a bird.";

(ii) describing or characterizing: e.g., "Dogs have tails."; "A dog likes to chase balls.";

(iii) defining terms: e.g., "That is called a monkey."; "A fireman puts out fires.";

(iv) comparing and contrasting: e.g., "Men are taller than boys."; "A magazine is like a book.";

(v) associating: e.g., "This belongs to John."; "Birds live in nests.";

(vi) spatial and temporal ordering: e.g., "Wash your hands before you eat."; "I ate my salad first; then I ate my meat.";

(vii) classifying: e.g., "A Pinto is a kind of car."; "All the young children eat in the lunchroom.";

(viii) analyzing: e.g., "The cookies have nuts, peanut butter, and chocolate.";

(ix) synthesizing: e.g., "An animal that barks and chases balls is a dog.";

(x) hypothesizing or predicting (inductive and deductive reasoning): e.g., "She cried because she hurt her knee."; "If you add green you will get brown."; and

(xi) evaluating: e.g., "I like dogs more than cats."; "This is a good answer.".

(E) Using language in a variety of new communicative situations (e.g., to school nurse, to mainstream teacher);

(F) Using language in new domains of content: e.g., to express mathematical concepts ("Five apples are left."); to discuss literature ("The story is about ______."); (see section on The Language of Content Areas); and

(G) Using the linguistic conventions described above to communicate with peers.

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

(i) use basic phonics: initial, medial, and final consonants, long and short vowels;

(ii) use simple structural analysis: compound words, inflectional endings, *contractions;*

(iii) acquire *and comprehend* a basic sight vocabulary;

(iv) use context clues, *including visual cues of the word;*

(v) recognize differences between short words and long words;

(vi) distinguish between words that begin, end, or look alike;

(vii) recognize and know the meaning of some early suffixes;

(viii) recognize morphemes added to basic words to indicate past, present, and other verb tenses; and

(ix) develop knowledge of rhyming words that end with the same letters.

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

- (i) relate experiences with appropriate vocabulary in sentences;
- (ii) understand the meaning of words in context;
- (iii) acquire reading vocabulary relating to concepts being learned;
- (iv) alphabetize according to initial letter;
- *(v) follow the reading of experience stories accompanied by pictures;*
- *(vi) find information in the picture dictionary to communicate ideas;*
- *(vii) match and produce captions appropriate to pictures; and*
- *(viii) learn vocabulary that facilitates communication of emotions and emotional reactions.*

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

- (i) identify an explicitly stated main idea;
- (ii) recall facts and details;
- (iii) arrange events in sequential order;
- (iv) distinguish between fantasy and fact;
- (v) summarize *and paraphase* a selection;
- (vi) identify the cause of a given event;
- (vii) predict probable future outcomes;
- *(viii) tell what happened before, during, and after an event in a selection;*
- *(ix) begin to identify characters in familiar stories with a given emotion;*
- *(x) develop an awareness of story settings; and*
- *(xi) note the nature of a story (e.g., funny, sad, etc.).*

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

- (i) follow written directions;
- (ii) use phrases in oral *and/or signed* reading;
- (iii) use basic parts of a book: table of contents, title page;
- *(iv) make a personal picture dictionary;*
- *(v) make inferences from situations and pictures;*
- *(vi) respond appropriately to functional bulletin board displays, calendar, classroom charts, etc.; and*
- *(vii) relate what is read to one's own experiences.*

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

- (i) appreciate repetition, rhyme, rhythm, and alliteration *as appropriate to nature of hearing loss;*
- (ii) respond to various forms of literature;
- (iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

- (iv) select books for individual needs and interests;
- (v) follow story line involving several characters;
- (vi) describe the time and setting of a story;
- (vii) understand the feelings and emotions of characters;
- *(viii) learn to use the class and school libraries, including: care and upkeep, checking out books, and how to locate a book;*
- *(ix) continue to participate in daily storytelling periods; and*
- *(x) enjoy simple poetry.*

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

- *(i) enumerate all objects seen in a picture;*
- *(ii) recognize and name simple actions portrayed in a picture;*
- *(iii) recognize how an illustration or picture fits in a story or text;*
- *(iv) gain information from short simple filmstrips, picture series, and movies;*
- *(v) recognize messages or actions presented in pantomime;*
- *(vi) follow the story of a play or movie;*
- *(vii) understand that a map is a graphic representation of a real place by drawing maps of familiar places;*
- *(viii) learn directions—north, south, east, west—as presented on maps; and*
- *(ix) make simple geographic observations.*

(G) Developing a strong perceptual-conceptual base in which to integrate reading skills. The student shall be provided opportunities to:

- *(i) classify objects according to similar perceptual functions;*
- *(ii) sharpen perceptual skills by recognizing detail, foreground, background, similarities, differences, figure-ground, letter patterns, variations in print, etc.;*
- *(iii) have a well developed visual memory for objects, people, places, events, words, phrases, and sentences;*
- *(iv) perceive and differentiate root words and simple affixes and retain in visual memory the general configuration of words;*
- *(v) develop eye span and eye movements appropriate for left to right and top to bottom progression, and reading phrases and sentences as units (not isolated words);*
- *(vi) recognize vivid descriptive words and associate them with appropriate sensory experiences; and*
- *(vii) draw on past experiences to interpret new situations.*

(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

- (i) use information and ideas from personal experience as a source for writing;
- (ii) select topics of interest to self and others; and

(iii) demonstrate a sequence of story events through drawing before writing.

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(i) write stories and brief descriptions, and *recognize the difference; and*

(ii) recognize that the function of first-draft writing is to capture ideas.

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) recognize that rewriting and editing are done with a particular purpose and audience in mind;

(ii) learn basic phonetic spelling generalizations and exceptions;

(iii) use basic conventions of capitalization, *grammar*, and punctuation; and

(iv) write legible manuscript letters.

(5) Language *(Meaning and Structure)*. Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communications. The student shall be provided opportunities to:

(A) Vocabulary: Expand knowledge of word meaning

(i) identify, use and/or describe basic nouns and pronouns ("she, he, her, him, they, everybody, we, it, that, this"), reflecting a variety of categories which identify objects, people, and places in the school and community;

(ii) increase command of basic verbs reflecting actions ("eat, give") and states ("want, has, need"). Include irregular and regular verbs;

(iii) produce more advanced vocabulary representing simple relational concepts, including: negation ("never, nothing"); attributes (including words expressing size, shape, time, distance, weight, temperature, and texture, and their opposites); possessives ("their, his"); recurrence ("another, over"); location ("in front of, above"); quantity ("thirty-two, some, few"); time ("tomorrow, next, later, then");

(iv) produce vocabulary representing more advanced relational concepts, including: coordination ("and"); temporality ("then, after, today, tomorrow"); antithesis ("but, or"); causality ("because, if, so"); manner ("slowly, very, too"); words with shifting reference ("I/you; we/they; here/there; this/that"); determiners ("the, a");

(v) refine the meaning boundaries of words by acquiring finer shades of meaning (reducing over- and under-extensions of word meaning)—e.g., "happy," "good," and "pretty" no longer used interchangeably; not all water transports are "boats";

(vi) continue learning to answer question words, adding: "what do-; why; when; whose; wherefrom; how; how much; how long; what happened; to/for whom";

(vii) learn multiple meanings of words;

(viii) begin to use a beginning dictionary to learn the meanings of words;

(ix) introduction to nonliteral language, including idiomatic expressions;

(x) verbally group and/or associate objects according to common characteristics;

(xi) identify synonyms and antonyms;

(xii) provide verbal associations, including:

- *superordinate ("furniture") and subordinate ("rocking chair") categories which correspond to basic level categories ("chair")*

- *associating concepts, such as: types of feelings ("sad, excited, bored," etc.); types of furniture; things we do in a living room, etc.*
- *opposites ("full/empty")*
- *rhymes, as appropriate to hearing loss ("green/mean");*

(xiii) deduce unknown word meanings from context; and

(xiv) provide concrete definitions of objects (based on appearance or function).

(B) Language structure and use of sentence patterns
Simple Sentence Patterns:

(i) use simple (kernel) sentence patterns, including:

- *intransitive: N + V; N + V + Adverbial (where/when/how) phrase*
- *transitive: N + V + N; N + V + N + Adverbial (where/when/how) phrase*
- *linking verb: N + to be + N/Adj/Prepositional phrase*
- *dative: N + V + N + N (indirect and direct objects);*

(ii) expand the subject and object noun phrase (e.g., adjective + noun; determiner + noun; possession + noun; preposition + noun), including conjoined nouns ("Bob and John") and plural and possessive nouns;

(iii) expand the verb phrase:

- *past, present, future, and present progressive ("am going") tense*
- *conjoined words ("slipped and fell")*
- *early modals ("will, can, should")*
- *contracted and uncontracted copula and auxiliary "be" ("I'm, he is")*
- *morphological endings: mastery of "-ing"; uses regular past ("-ed"); begins to use regular third person singular ("s" or "es"); and*

(iv) transformations of simple sentences:

- *increase ability to ask yes/no and wh-questions: "whose, what do—, why, how many, what color" (begins to include auxiliary, but may not be in correct place, e.g., "Jane is your sister?"; "Where your dog is sleeping?"*
- *insertion of the negative "can't, don't, won't, not" before the main verb*
- *"There" and "It" expletives ("There is the red one." "It is a pretty day.")*
- *deletion of redundant components:*
  - *in response to questions (e.g., "Yes." instead of "Yes, her name is Sue." or "I will." instead of "I will write the letter.")*
  - *deleted segments (e.g., "I want some too." instead of "I want some cookies too.").*

Complex Sentence Patterns:

(v) use rudimentary infinitive verb patterns ("want to [verb], like to [verb], have to [verb], try to [verb], going to [verb]"); and

(vi) use early causality ("Sue go home because she sick").

(c) English language arts, grade two. English language arts, grade two, shall include the following essential elements:

(1) Listening *and Looking*. Developing skill in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:

(A) adjust physical conditions to promote listening *and looking*;

(B) listen to appreciate sound for each letter of the alphabet and for devices of rhythm, rhyme, alliteration, and onomatopoeia *(as appropriate for nature of hearing loss);*

(C) identify the main idea of a speaker's message;

(D) respond to a speaker by asking questions and contributing information; and

(E) expand all auditory skills through auditory training.

(2) Speaking

(A) Developing fluency in using oral language *and/or sign language* to communicate effectively. The student shall be provided opportunities to:

(i) engage in creative dramatic activities and nonverbal communication;

(ii) use a variety of words *and connected language* to express feeling, *attitudes, values, aspirations,* and ideas;

(iii) speak *more* clearly to a group;

(iv) respond to thoughts expressed by others in group discussions through questioning and contributing related ideas;

(v) develop experience and imaginative stories and class news stories (with help) using descriptive skills and new vocabulary; can repeat some sentences from these stories;

(vi) initiate and terminate conversation;

(vii) keep track during (i.e., follow) conversation;

(viii) introduce new and relevant topics into a conversation;

(ix) appropriately change the topic, including appropriate transitional phrases;

(x) avoid talking while others are talking;

(xi) provide appropriate amount of information—not saying what listener already knows, while providing sufficient information for listener to follow;

(xii) recognize and help repair communication breakdowns;

(xiii) appropriately alternate turns during conversations; and

(xiv) create different effects by saying things in different ways.

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining, etc. The student shall be provided opportunities to:

(i) elaborate and use description when relating events orally *or through Total Communication;*

(ii) present poems chorally, *becoming more aware of rhythmical patterns;*

(iii) give a reason to persuade a peer or close adult;

(iv) give a short sequence of directions for others to follow;

(v) describe objects, events, processes, properties, conditions, locations, etc.;

(vi) use language to secure goods and services, and to satisfy needs;

(vii) use language to influence and achieve some control over others;

(viii) request information, action, acknowledgement, or clarification;

(ix) respond to requests for information, verification, clarification, action, repetition, etc.;

(x) provide statements of information, fact, rules, attitudes, feelings, beliefs, explanation;

(xi) acknowledge others' responses through acceptance, agreement, disagreement; and

(xii) *use language to call attention, express politeness, protest, joke, warn, tease.*

(C) *Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels;*

(D) *Understanding and/or using language to express cognitive processes, including:*

- (i) *observing: e.g., "That's a bird";*
- (ii) *describing or characterizing: e.g., "Dogs have tails."; "A dog likes to chase balls.";*
- (iii) *defining terms: e.g., "That is called a monkey."; "A fireman puts out fires.";*
- (iv) *comparing and contrasting: e.g., "Men are taller than boys."; "A magazine is like a book.";*
- (v) *associating: e.g., "This belongs to John."; "Birds live in nests.";*
- (vi) *spatial and temporal ordering: e.g., "Wash your hands before you eat."; "I ate my salad first; then I ate my meat.";*
- (vii) *classifying: e.g., "A Pinto is a kind of car."; "All the young children eat in the lunchroom.";*
- (viii) *analyzing: e.g., "The cookies have nuts, peanut butter, and chocolate.";*
- (ix) *synthesizing: e.g., "An animal that barks and chases balls is a dog.";*
- (x) *hypothesizing or predicting (inductive and deductive reasoning): e.g., "She cried because she hurt her knee."; "If you add green you will get brown."; and*
- (xi) *evaluating: e.g., "I like dogs more than cats."; "This is a good answer.".*

(E) *Using language in a variety of new communicative situations (e.g., to school nurse, to mainstream teacher);*

(F) *Using language in new domains of content: e.g., to express mathematical concepts ("Five apples are left."); to discuss literature ("The story is about ______.") (see section on The Language of Content Areas); and*

(G) *Using the linguistic conventions described above to communicate with peers.*

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

- (i) use *early* complex phonics: initial blends/digraphs/diphthongs *as appropriate to level of speech development;*
- (ii) use complex structural analysis: root words/common affixes/*compound words/contractions/syllabification and understand the semantic changes that occur when morphemes are added to words and signs;*
- (iii) acquire basic sight vocabulary and *understand word meanings; and*
- (iv) use context, *picture, and configuration* clues *for word identification.*

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

- (i) relate experiences with appropriate vocabulary in complete sentences;
- (ii) understand the meaning of words from context;
- (iii) acquire a reading vocabulary relating to concepts being learned;

(iv) alphabetize according to two or more letters;

(v) find words in the beginning dictionary according to the first two letters;

(vi) use and understand some synonyms and antonyms;

(vii) read portions of familiar experience charts without assistance; and

(viii) learn vocabulary that facilitates communication of emotions and emotional reactions.

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(i) identify the main idea of several paragraphs;

(ii) recall important facts and details from a selection;

(iii) arrange events in sequential order;

(iv) distinguish between fantasy and fact;

(v) summarize *and paraphrase* a selection;

(vi) identify cause and effect relationships;

(vii) predict probable future outcomes;

(viii) understand literal translation of simple figurative language, idioms, slang;

(ix) begin to formulate conclusions based on familiar stories;

(x) be exposed to the idea of story plots;

(xi) begin to identify when a story takes place (e.g., recently, a long time ago, or a long, long time ago);

(xii) begin to identify what a character in a story is like from description, as well as actions;

(xiii) begin to recognize when the mood or feelings of a character change in a story;

(xiv) begin to relate how one feels about certain characters in a story; and

(xv) note the nature of a story as funny, sad, adventurous, entertaining, etc.

(D) Apply reading skills to a variety of practical situations. The student shall be provided opportunities to:

(i) follow written directions;

(ii) use cadence and stress in oral reading *as appropriate to hearing loss;*

(iii) use basic parts of a book: table of contents, title page, *chapter titles, main headings, and italics;*

(iv) use facial and body expression in signed reading;

(v) perceive arrangement of library books by topic;

(vi) relate what is read to one's own experiences;

(vii) apply reading skills to practical experiences, e.g., directions for caring for class pets, newspaper stories, recipes, menus, coupons, etc.; and

(viii) begin to locate words in a picture dictionary.

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(i) appreciate repetition, rhyme, rhythm, and alliteration *as appropriate to hearing loss;*

(ii) respond to various forms of literature;

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(iv) select books for individual needs and interests;

(v) follow story line involving several characters;

(vi) describe the time and setting of a story;

(vii) understand the feelings and emotions of characters;

(viii) participate in the care and upkeep of the class library;

(ix) practice selecting a comfortable reading level;

(x) find books exciting and develop a desire to read more;

(xi) have opportunities to tell stories to peers and other students;

(xii) participate in reading activities in content areas that are functional and useful; and

(xiii) enjoy simple poetry and appreciate its sensory images.

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

(i) describe or label a familiar painting appropriately;

(ii) name the objects or events in an illustration;

(iii) recognize the difference between a photograph, drawing, and painting;

(iv) recognize the part of a story shown in a picture or illustration;

(v) extend the ability to follow and understand filmstrips and slide series;

(vi) recognize messages, actions, gestures, presented in pantomime;

(vii) follow the story and action of a play or movie;

(viii) follow simple directions presented in diagrams;

(ix) develop knowledge of basic map symbols;

(x) relate photographs to landscapes and maps; and

(xi) locate familiar places (e.g., the United States and Mexico) on a world map and globe.

(G) Developing a strong perceptual-conceptual base in which to integrate reading skills. The student shall be provided opportunities to:

(i) have well-developed perceptual skills which allow noting detail, finding similarities and differences, following perspective, identifying discrepancies, and separating figure from ground;

(ii) extend skill in eye span and rate of efficient eye movements appropriate to present reading level;

(iii) form mental pictures and images or create pictures from descriptive selections from books;

(iv) be consciously aware of how to gather and organize information and experiences that lead to concept building; and

(v) expand understanding of concepts in areas of interests.

(4) Writing

- (A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:
  - (i) use a variety of prewriting activities as sources for later writing;
  - (ii) stay on topic; *and*
  - *(iii) include the critical elements of a story, in particular: setting, character, action, reaction.*
- (B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:
  - (i) add information omitted in a first draft to subsequent drafts;
  - (ii) narrate events in chronological order; *and*
  - *(iii) organize related sentences into paragraphs.*
- (C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:
  - (i) participate in rewriting conferences;
  - (ii) analyze structural elements to spell words;
  - (iii) use basic conventions of capitalization, *grammar*, and punctuation;
  - (iv) write legible manuscript letters; and
  - (v) write complete sentences.

(5) Language *(Meaning and Structure).* Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communications. The student shall be provided opportunities to:

- *(A) Vocabulary: Expand knowledge of word meaning*
  - *(i) identify, use and/or describe basic nouns and pronouns (''she, he, her, him, they, them, everybody, we, it, that, this''), reflecting a variety of categories which identify objects, people, and places in the school and community;*
  - *(ii) increase command of basic verbs reflecting actions (''eat, give'') and states (''want, has, need''). Include irregular and regular verbs;*
  - *(iii) produce more advanced vocabulary representing simple relational concepts, including: negation (''never, nothing''); attributes (including words expressing size, shape, time, distance, weight, temperature, and texture, and their opposites); possessives (''their, his''); recurrence (''another, over''); location (''in front of, above''); quantity (''thirty-two, some, few''); time (''tomorrow, next, later, then'');*
  - *(iv) produce vocabulary representing more advanced relational concepts, including: coordination (''and''); temporality (''then, after, today, tomorrow''); antithesis (''but, or''); causality (''because, if, so''); manner (''slowly, very, too''); words with shifting reference (''I/you; we/they; here/there; this/that''); determiners (''the, a'');*
  - *(v) refine the meaning boundaries of words by acquiring finer shades of meaning (reducing over- and under-extensions of word meaning)—e.g., ''happy,'' ''good,'' and ''pretty'' no longer used interchangeably; not all water transports are ''boats.'';*
  - *(vi) continue learning to answer question words, adding: ''what do-; why; when; whose; where-from; how; how much; how long; what happened; to/for whom'';*
  - *(vii) learn multiple meanings of words;*

(viii) begin to use a beginning dictionary to learn the meanings of words;

(ix) introduction to nonliteral language, including idiomatic expressions;

(x) verbally group and/or associate objects according to common characteristics;

(xi) identify synonyms and antonyms;

(xii) provide verbal associations, including:

- *superordinate ("furniture") and subordinate ("rocking chair") categories which correspond to basic level categories ("chair")*
- *associating concepts, such as: types of feelings ("sad, excited, bored," etc.); types of furniture; things we do in a living room, etc.*
- *opposites ("full/empty")*
- *rhymes, as appropriate to hearing loss ("green/mean");*

(xiii) deduce unknown word meanings from context; and

(xiv) provide concrete definitions of objects (based on appearance or function).

(B) Language structure and use of sentence patterns
Simple Sentence Patterns:

(i) use simple (kernel) sentence patterns, including:

- *intransitive: N + V; N + V + Adverbial (where/when/how) phrase*
- *transitive: N + V + N; N + V + N + Adverbial (where/when/how) phrase*
- *linking verb: N + to be + N/Adj/Prepositional phrase*
- *dative: N + V + N + N (indirect and direct objects);*

(ii) expand the subject and object noun phrase (e.g., adjective + noun; determiner + noun; possession + noun; preposition + noun), including conjoined nouns ("Bob and John");

(iii) expand the verb phrase:

- *past, present, future, and present progressive ("am going") tense*
- *conjoined verbs ("slipped and fell")*
- *early modals ("will, can, should")*
- *contracted and uncontracted copula and auxiliary "be" ("I'm, he is")*
- *morphological endings: mastery of "-ing"; uses regular past ("-ed"); begins to use regular third person singular ("s" or "es"); and*

(iv) transformations of simple sentences;

- *increase ability to ask yes/no and wh-questions: "whose, what do—, why, how many, what color" (begins to include auxiliary, but may not be in correct place, e.g., "Jane is your sister?"; "Where your dog is sleeping?"*
- *insertion of the negative "can't, don't, won't, not" before the main verb*
- *"There" and "It" expletives ("There is the red one." "It is a pretty day.")*
- *deletion of redundant components:*
  - *in response to questions (e.g., "Yes." instead of "Yes, her name is Sue." or "I will." instead of "I will write the letter.")*
  - *deleted segments (e.g., "I want some too." instead of "I want some cookies too.").*

Complex Sentence Patterns:

(v) use rudimentary infinitive verb patterns ("want to [verb], like to [verb], have to [verb], try to [verb], going to [verb]"); and

(vi) use early causality ("Sue go home because she sick").

(d) English language arts, grade three. English language arts, grade three shall include the following essential elements:

- (1) Listening *and Looking*. Developing skill in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:
  - (A) adjust physical conditions to promote listening *and looking*;
  - (B) listen to appreciate sound for each letter of the alphabet and for devices of rhythm, rhyme alliteration, and onomatopoeia *(as appropriate for nature of hearing loss)*;
  - (C) recognize a speaker's purpose for a presentation;
  - (D) respond to a speaker by asking questions and contributing information;
  - (E) distinguish between fact and opinion; and
  - *(F) expand all auditory skills through auditory training.*
- (2) Speaking
  - (A) Developing fluency in using oral language *and/or sign language* to communicate effectively. The student shall be provided opportunities to:
    - (i) engage in creative dramatic activities and nonverbal communication;
    - (ii) use a variety of words *and connected language* to express feelings, *attitudes, values, aspirations*, and ideas;
    - (iii) speak *more* clearly to a group;
    - (iv) use visual aids in making oral *and/or signed* presentations;
    - *(v) develop experience and imaginative stories and class news stories (with help) using descriptive skills and new vocabulary; can repeat some sentences from these stories;*
    - *(vi) initiate and terminate conversation;*
    - *(vii) keep track during (i.e., follow) conversation;*
    - *(viii) introduce new and relevant topics into a conversation;*
    - *(ix) appropriately change the topic, including appropriate transitional phrases;*
    - *(x) avoid talking while others are talking;*
    - *(xi) provide appropriate amount of information—not saying what listener already knows, while providing sufficient information for listener to follow;*
    - *(xii) recognize and help repair communication breakdowns;*
    - *(xiii) appropriately alternate turns during conversations; and*
    - *(xiv) create different effects by saying things in different ways.*
  - (B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining, etc. The student shall be provided opportunities to:
    - (i) elaborate and use description when relating events orally *or through Total Communication;*
    - (ii) use a brief set of reasons to persuade a peer or an adult;
    - (iii) give a longer set of directions for others to follow;
    - (iv) read stories and poems with appropriate verbal and nonverbal communication;
    - *(v) describe objects, events, processes, properties, conditions, locations, etc.;*

- *(vi) use language to secure goods and services, and to satisfy needs;*
- *(vii) use language to influence and achieve some control over others;*
- *(viii) request information, action, acknowledgment, or clarification;*
- *(ix) respond to requests for information, verification, clarification, action, repetition, etc.;*
- *(x) provide statements of information, fact, rules, attitudes, feelings, beliefs, explanation;*
- *(xi) acknowledge others' responses through acceptance, agreement, disagreement; and*
- *(xii) use language to call attention, express politeness, protest, joke, warn, tease.*

(C) Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels;

(D) Understanding and/or using language to express cognitive processes, including:

- *(i) observing: e.g., "That's a bird";*
- *(ii) describing or characterizing: e.g., "Dogs have tails."; "A dog likes to chase balls.";*
- *(iii) defining terms: e.g., "That is called a monkey."; "A fireman puts out fires.";*
- *(iv) comparing and contrasting: e.g., "Men are taller than boys."; "A magazine is like a book.";*
- *(v) associating: e.g., "This belongs to John."; "Birds live in nests.";*
- *(vi) spatial and temporal ordering: e.g., "Wash your hands before you eat."; "I ate my salad first; then I ate my meat.";*
- *(vii) classifying: e.g., "A Pinto is a kind of car."; "All the young children eat in the lunchroom.";*
- *(viii) analyzing: e.g., "The cookies have nuts, peanut butter, and chocolate.";*
- *(ix) synthesizing: e.g., "An animal that barks and chases balls is a dog.";*
- *(x) hypothesizing or predicting (inductive and deductive reasoning): e.g., "She cried because she hurt her knee."; "If you add green you will get brown."; and*
- *(xi) evaluating: e.g., "I like dogs more than cats."; "This is a good answer.".*

(E) Using language in a variety of new communicative situations (e.g., to school nurse, to mainstream teacher);

(F) Using language in new domains of content: e.g., to express mathematical concepts ("Five apples are left."); to discuss literature ("The story is about ______.") (see section on The Language of Content Areas); and

(G) Using the linguistic conventions described above to communicate with peers.

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

- (i) use more complex phonics including initial clusters, medial diphthongs/digraphs *as appropriate to level of speech development;*
- (ii) use complex structural analysis to identify words with two or more prefixes and/or suffixes;
- (iii) know basic sight vocabulary, *adding new words encountered in subject areas;*
- (iv) use context clues for word identification; and

(v) use the dictionary as a key to pronunciation including phonetic respelling and use code marks of orthography *as appropriate to hearing loss.*

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

(i) relate experiences with appropriate vocabulary in complete sentences;

(ii) understand the meaning of words in context;

(iii) acquire a reading vocabulary relating to concepts being learned;
(iv) use the dictionary to determine the meaning of words;

(v) use and understand synonyms, antonyms, and homonyms; and

(vi) expand vocabulary that facilitates communication of emotions and emotional reaction.

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(i) identify the main idea of a selection;

(ii) recall important facts and details that support the main idea;

(iii) arrange events in sequential order when signal words are not stated;

(iv) distinguish between fact and nonfact including opinion *and express an opinion of whether a selection is real, possibly real, or definitely make-believe;*

(v) summarize *and paraphrase* a selection;

(vi) understand the multiple causes of a given event;

(vii) predict probable future outcomes;

(viii) draw conclusions;

(ix) increase understanding and response to picturesque language, including idioms, slang, or puns;

(x) share with others one's personal opinion of a familiar story;

(xi) identify story plots;

(xii) identify when a story takes place (e.g., recently, a long time ago, or a long, long time ago);

(xiii) begin to identify what a character in a story is like from description, as well as actions;

(xiv) identify characters in stories with a given emotion;

(xv) recognize when the mood or feelings of a character change in a story;

(xvi) relate how one feels about certain characters in a story;

(xvii) identify description of a story setting;

(xviii) compare story settings with personal knowledge of places;

(xix) begin to express the mood or tone of a story read (e.g., happy, sad, humorous, or mysterious);

(xx) follow print along with oral reader, retell story, and answer questions; and

(xxi) extend understanding of literal translation of picturesque language, idioms, slang.

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

- (i) follow two- and three-step directions;
- (ii) develop facility in oral *and/or signed* reading for audience;
- (iii) use parts of a book: index, glossary;
- (iv) use the dictionary and the encyclopedia to locate information, *including applying knowledge of alphabetical listing;*
- (v) use graphic sources for information: simple maps, globes, pictures, diagrams, bar graphs;
- *(vi) become aware of topic sentences, italicized sentences, headings, and captions as means to identify important ideas;*
- *(vii) gain skill in scanning to locate specific information;*
- *(viii) alphabetize familiar words by as many as three letters;*
- *(ix) verify the spelling, meaning, and pronunciation of a word using a dictionary;*
- *(x) begin to select the one dictionary meaning of a known word that fits the context in which the word is used;*
- *(xi) read weekly news magazines and newsletters;*
- *(xii) perceive arrangement of library books by topic and begin to be familiar with the library card catalog;*
- *(xiii) begin to compare events and people in stories with personal experiences;*
- *(xiv) have extended eye span and rate of efficient eye movements appropriate to different kinds of reading; and*
- *(xv) apply reading skills to practical experiences, e.g., announcements, invitations, programs, assembly directions, etc.*

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

- (i) differentiate between figurative and literal language;
- (ii) respond to various forms of literature;
- (iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;
- (iv) select books for individual needs and interests;
- (v) follow plot in longer stories that are not chronological;
- (vi) describe the time and setting of a story;
- (vii) understand the feelings and emotions of characters;
- *(viii) take responsibility for library books used and participate in maintaining the class and school libraries;*
- *(ix) continue practice in selecting a comfortable reading level;*
- *(x) find books exciting and develop a desire to read more;*
- *(xi) participate in reading activities in content areas that are functional and useful; and*
- *(xii) enjoy simple poetry and note its rhyme and rhythm, as appropriate to hearing loss.*

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

- *(i) describe or label a painting appropriately;*
- *(ii) continue to name the objects, events, and actions of an illustration;*
- *(iii) recognize the difference between a photograph, drawing, and painting;*
- *(iv) show an interest in art of exceptional quality and unique style;*
- *(v) continue to use pictures and illustrations to determine the meaning of words, phrases, and events;*
- *(vi) recognize the part of a story shown in a picture or illustration;*
- *(vii) make simple interpretations of pictures (e.g., how a pictured incident happened and what is likely to happen next);*
- *(viii) extend the ability to follow and understand filmstrips and slide series;*
- *(ix) begin to identify the purpose of information presented in a filmstrip, picture series, or movie;*
- *(x) recognize messages, actions, gestures, songs, stories, and movies presented in pantomime;*
- *(xi) follow the story, action, or message of a play, movie, or video production;*
- *(xii) begin to express actions and movements in creative dance and drama;*
- *(xiii) follow directions presented in diagrams;*
- *(xiv) extend knowledge of map symbols;*
- *(xv) learn land forms and water forms (e.g., island, continent, ocean, lake, and river);*
- *(xvi) learn surface features and political features (e.g., mountain, hill, forest, city, town, highway, or state) as shown on classroom maps; and*
- *(xvii) locate given places on a world map and a globe.*

(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

- (i) use a variety of prewriting activities as sources for later writing;
- (ii) expand topics by collecting information from a variety of sources;
- *(iii) develop skill in writing well-organized prose in passages of more than one page; and*
- *(iv) include major narrative format elements in stories, including setting, characterization, action, reaction, and conclusion.*

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

- (i) classify differences and likenesses of objects and events;
- (ii) arrange ideas and information, recognizing that drafts are rewritten to clarify them; and
- *(iii) write topic sentences that reflect paragraph content.*

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

- (i) participate in rewriting conferences;

(ii) use a systematic method to spell words independently;

(iii) apply conventions of punctuation, *grammar*, and capitalization;

(iv) write legible cursive letters;

(v) join related sentences into paragraphs; *and*

(vi) create appropriate titles, headings, or subheadings for written reports.

(5) Language *(Meaning and Structure)*. Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communications. The student shall be provided opportunities to:

(A) Vocabulary: Expand knowledge of word meaning

(i) identify, use and/or describe basic nouns and pronouns ("she, he, her, him, they, them, everybody, we, it, that, this"), reflecting a variety of categories which identify objects, people, and places in the school and community;

(ii) increase command of basic verbs reflecting actions ("eat, give") and states ("want, has, need"). Include irregular and regular verbs;

(iii) produce more advanced vocabulary representing simple relational concepts, including: negation ("never, nothing"); attributes (including words expressing size, shape, time, distance, weight, temperature, and texture, and their opposites); possessives ("their, his"); recurrence ("another, over"); location ("in front of, above"); quantity ("thirty-two, some, few"); time ("tomorrow, next, later, then");

(iv) produce vocabulary representing more advanced relational concepts, including: coordination ("and"); temporality ("then, after, today, tomorrow"); antithesis ("but, or"); causality (because, if, so"); manner ("slowly, very, too"); words with shifting reference ("I/you; we/they; here/there; this/that"); determiners ("the, a");

(v) refine the meaning boundaries of words by acquiring finer shades of meaning (reducing over- and under-extensions of word meaning)—e.g., "happy," "good," and "pretty" no longer used interchangeably; not all water transports are "boats.";

(vi) continue learning to answer question words, adding: "what do-; why; when; whose; where-from; how; how much; how long; what happened; to/for whom";

(vii) learn multiple meanings of words;

(viii) begin to use a beginning dictionary to learn the meanings of words;

(ix) introduction to nonliteral language, including idiomatic expressions;

(x) verbally group and/or associate objects according to common characteristics;

(xi) identify synonyms and antonyms;

(xii) provide verbal associations, including:

- *superordinate ("furniture") and subordinate ("rocking chair") categories which correspond to basic level categories ("chair")*
- *associating concepts, such as: types of feelings ("sad, excited, bored," etc.); types of furniture; things we do in a living room, etc.*
- *opposites ("full/empty")*
- *rhymes, as appropriate to hearing loss ("green/mean");*

(xiii) deduce unknown word meanings from context; and

(xiv) provide concrete definitions of objects (based on appearance or function).

(B) Language structure and use of sentence patterns
Simple Sentence Patterns:

(i) use simple (kernel) sentence patterns, including:

- *intransitive: N + V; N + V + Adverbial (where/when/how) phrase*
- *transitive: N + V + N; N + V + N + Adverbial (where/when/how) phrase*
- *linking verb: N + to be + N/Adj/Prepositional phrase*
- *dative: N + V + N + N (indirect and direct objects);*

(ii) expand the subject and object noun phrase (e.g., adjective + noun; determiner + noun; possession + noun; preposition + noun), including conjoined nouns ("Bob and John");

(iii) expand the verb phrase:

- *past, present, future, and present progressive ("am going") tense*
- *conjoined verbs ("slipped and fell")*
- *early modals ("will, can, should")*
- *contracted and uncontracted copula and auxiliary "be" ("I'm, he is")*
- *morphological endings: mastery of "-ing"; uses regular past ("-ed"); begins to use regular third person singular ("s" or "es");*

(iv) transformations of simple sentences:

- *increase ability to ask yes/no and wh-questions: "whose, what do—, why, how many, what color" (begins to include auxiliary, but may not be in correct place, e.g., "Jane is your sister?"; "Where your dog is sleeping?"*
- *insertion of the negative "can't, don't, won't, not" before the main verb*
- *"There" and "It" expletives ("There is the red one." "It is a pretty day.")*
- *deletion of redundant components:*
    - *•• in response to questions (e.g., "Yes." instead of "Yes, her name is Sue." or "I will." instead of "I will write the letter.")*
    - *•• deleted segments (e.g., "I want some too." instead of "I want some cookies too.");*

Complex Sentence Patterns:

(v) use rudimentary infinitive verb patterns ("want to _[verb]_, like to _[verb]_, have to _[verb]_, try to _[verb]_, going to _[verb]_"; and

(vi) use early causality ("Sue go home because she sick").

(e) English language arts, grade four. English language arts, grade four, shall include the following essential elements:

(1) Listening *and Looking*. Developing skills in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:

(A) employ active listening in a variety of situations;

(B) listen to appreciate the sound devices of rhythm, rhyme, alliteration, and onomatopeia *(as appropriate for nature of hearing loss);*

(C) recognize a speaker's purpose for a presentation;

(D) select from an oral *and/or signed* presentation the information needed;

(E) distinguish between fact and opinion; *and*

(F) expand all auditory skills through auditory training.

(2) Speaking

(A) Developing fluency in using oral language *and/or sign language* to communicate effectively. The student shall be provided opportunities to:

(i) engage in creative dramatic activities and nonverbal communication;

(ii) use a variety of words *and connected language* to express feelings, *attitudes, values, aspirations,* and ideas;

(iii) make organized oral *and/or signed* presentations;

(iv) participate on committees and panels and in group problem-solving activities;

(v) produce poems from memory;

(vi) initiate and terminate conversation;

(vii) keep track (i.e., follow) during conversation;

(viii) introduce new and relevant topics into a conversation;

(ix) appropriately change the topic;

(x) appropriately enter a conversation;

(xi) maintain a topic during conversation, appropriately tying together and organizing sentences;

(xii) avoid talking while others are talking;

(xiii) provide appropriate amount of information—not saying what listener already knows, while providing sufficient information for listener to follow;

(xiv) recognize and help repair communication breakdown;

(xv) appropriately alternate turns during conversation; and

(xvi) create different effects by saying things in different ways.

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to:

(i) adapt content and formality of oral *and/or sign* language to fit purpose and audience;

(ii) use a brief set of reasons to persuade a peer or an adult;

(iii) explain how to do something, *including rules, procedures, facts, etc.;*

(iv) present stories, puns, riddles, anecdotes, and plays for entertainment;

(v) use language to secure goods and services and to satisfy needs;

(vi) provide more precise descriptions of objects, events, processes, conditions, locations;

(vii) use language to express feelings and their effects;

(viii) respond to more advanced question forms;

(ix) respond to requests for information, verification, clarification, action, repetition;

(x) make direct and indirect (i.e., nonimperative) requests which influence and control others;

(xi) request information, acknowledgement, repetition, permission;

(xii) request clarification by asking for specific constituent repetition ("Which dress do you want?"; "Where did you say he went?");

(xiii) provide statements of attitudes, feelings, beliefs, explanations;

- (xiv) *acknowledge others' responses through acceptance, agreement, disagreement;*
- (xv) *provide clarifications by supplying the relevant repetition;*
- (xvi) *use language to evaluate, including evaluations of completeness and accuracy, interesting versus dull descriptions, etc.;*
- (xvii) *explain reasons, causes, and predictions;*
- (xviii) *hint, joke, warn, tease; and*
- (xix) *use language in ritualistic communication (e.g., making introductions, polite versus informal expression, verbal rituals).*

(C) *Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels;*

(D) *Understanding and/or using more complex language and longer passages which express cognitive processes, including:*

- (i) *providing examples: e.g., "______ is an example/type of ______.";*
- (ii) *characteristics: e.g., "One feature of ______ is ______.";*
- (iii) *definitions: e.g., "______ means ______.";*
- (iv) *spatial and temporal ordering: e.g., "______, and then add ______."; "______ earlier than ______."; "______ before/after ______.";*
- (v) *hypothesizing or predicting: e.g., "______ causes ______."; "______ therefore ______.";*
- (vi) *classifying: e.g., "Each ______ has ______."; "______s never have ______.";*
- (vii) *comparing and contrasting: e.g., "______ is ______er than ______.";*
- (viii) *analyzing: e.g., "______ is made of ______.";*
- (ix) *synthesizing: e.g., "All ______s with ______ are ______."; and*
- (x) *evaluating: e.g., "In summary, ______."; "I feel that ______."*

(E) *Using language in a variety of new communicative situations (e.g., in stores, with new adults);*

(F) *Using language in new domains of content: e.g., social studies ("Many people who live in Norway have light skin."); science ("We found out by measuring the sides.") (see section on* *The Language of Content Areas**); and*

(G) *Using language to communicate with peers.*

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

- (i) use complex structural analysis to identify words with two or more prefixes and/or suffixes;
- (ii) use context clues for word identification; and
- (iii) use the dictionary as a key to pronunciation including phonetic respelling.

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

- (i) relate experiences with appropriate vocabulary in complete sentences;
- (ii) understand words in context including modifying phrases or clauses;

(iii) understand content area vocabulary *and grammar;*

(iv) use the dictionary to determine meaning of words;

(v) expand use of antonyms, synonyms, homonyms, figures of speech, and the sensory appeals in words; and

(vi) increase vocabulary that conveys emotional feelings.

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(i) identify an implied main idea;

(ii) recall facts and details that support the main idea;

(iii) arrange events in sequential order when signal words are not stated;

(iv) distinguish between fact and nonfact, including ficton and nonfiction;

(v) summarize *and paraphrase* a selection;

(vi) identify the multiple causes of a given event or a character's actions;

(vii) predict probable future outcomes;

(viii) draw conclusions *and make inferences from reading material;*

(ix) begin to distinguish between fact and opinion in news reporting, and begin to seek support for others' statements;

(x) recount the plot of a story one has read;

(xi) identify when a story takes place; begin to relate one historical setting to other historical events;

(xii) identify what story characters are like from their actions, description, relationship to other characters;

(xiii) begin to appreciate how human beings and story characters create or influence important events;

(xiv) begin to predict emotional outcomes for characters in a story;

(xv) begin to recognize where and why the moods and feelings of characters change in stories;

(xvi) begin to observe and understand how emotions affect actions;

(xvii) begin to recognize how the setting of a story contributes to the story;

(xviii) compare one's personal knowledge of places with those described in story settings; and

(xix) designate the mood or tone of a story read (e.g., happy, sad, humorous, or mysterious).

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

(i) follow multistep directions;

(ii) develop facility in oral *and/or signed* reading for audience;

(iii) use parts of a book such as index, glossary, *and use headings and captions as cues to the location of desired information;*

(iv) use the dictionary and the encyclopedia to locate information *making special note of multiple definitions;*

(v) use graphic sources for information such as simple maps, *map legends*, globes, pictures, diagrams, bar *and other* graphs, *charts, and tables;*

(vi) adjust the method and rate of reading to the purpose and type of material including study-type reading;

(vii) use topic sentences, italicized sentences, key words, and chapter and section titles to identify important ideas;

(viii) identify the underlying outline of written text;

(ix) verify the spelling, meaning, and pronunciation of words using a dictionary;

(x) select the one dictionary meaning of a familiar word that fits the context in which the word is used;

(xi) develop knowledge of the card catalog including the title, author, and subject card classifications;

(xii) become familiar with the daily newspaper and how it is organized;

(xiii) observe news events as shown on video newscasts;

(xiv) read school newsletters to gain understanding of current events; and

(xv) apply reading skills to a variety of daily experiences.

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(i) differentiate between figurative and literal language, increasing understanding of idioms, slang, puns, simile, metaphor, and other forms of nonliteral language;

(ii) respond to various forms of literature, *including legend, fable, short story, biography and poetry;*

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(iv) select books for individual needs and interests *from the classroom, school, or public library;*

(v) follow plot in longer stories that are not chronological;

(vi) describe the time and setting of story;

(vii) understand the feelings and emotions of characters;

(viii) take responsibility for library books used and participate in maintaining the class and school libraries;

(ix) attack new words and read unfamiliar material with confidence;

(x) find that some books are exciting and continue to seek reading experiences for pleasure;

(xi) participate in reading activities in content areas that are functional and useful; and

(xii) enjoy poetry and be familiar with the elements of rhyme and rhythm, as appropriate to hearing loss.

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

(i) recognize and identify the content of paintings of known subjects and comprehend new content presented;

(ii) grow in awareness of the content and qualities of different pictures, photographs, drawings, and paintings;

- *(iii) evaluate quality and style in various art forms;*
- *(iv) associate a picture or illustration with the appropriate part of a story;*
- *(v) begin to interpret a picture or illustration in light of the surrounding text (e.g., what happened, what story the picture tells);*
- *(vi) understand the content and sequence of filmstrips and slide series;*
- *(vii) suggest why a filmstrip, picture series, or movie was made;*
- *(viii) communicate messages through pantomime;*
- *(ix) follow the story, action, message and development of a play, movie or video production; and*
- *(x) participate in creative dance and dramatic activities;*

(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

- (i) use ideas and information from sources other than personal experiences for writing;
- (ii) expand topics by collecting information from a variety of sources;
- *(iii) develop skill in writing well-organized prose; and*
- *(iv) include major narrative format elements in stories, including setting, characterization, action, reaction, problem or conflict, climax, and resolution.*

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

- (i) present a set of reasons intended to persuade;
- (ii) delete superflous information to address the purpose and audience more effectively; *and*
- *(iii) organize previously generated paragraphs into a logical order.*

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

- (i) participate in rewriting conferences;
- (ii) use a systematic method to spell words independently;
- (iii) apply conventions of punctuation, *grammar*, and capitalization;
- (iv) write legible cursive letters;
- (v) join related sentences into paragraphs; *and*
- *(vi) begin to perceive the importance of form, legibility, and the finer forms of punctuation (e.g., parentheses, dashes, single quotation marks, and italics) in making written communication precise.*

(5) Language *(Meaning and Structure)*. Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communication. The student should be provided opportunities to:

(A) Vocabulary: Expand knowledge of word meaning

- *(i) expand vocabulary in all grammatical categories (i.e., nouns, pronouns [including indefinite and reflexive pronouns], verbs, prepositions, determiners, adjectives and adverbs, etc.), especially as related to all content areas in the curriculum. Include words for abstract concepts;*

(ii) use partitives ("a pair of, some of");

(iii) early use of derivational morphemes: -or/er/ar ("actor, teacher"); -(t)ion ("completion, education"); -;y ("happily, quickly"); un- ("unhappy"); -th ("tenth");

(iv) refine understanding of word meanings: i.e., use a given word in a variety of linguistic and environmental contexts, yet not overextend its use inappropriately. Select the best word for a given context;

(v) increase knowledge of subordinate and superordinate categories (e.g., "believe," "think," and "know" are all types of "thoughts");

(vi) increase knowledge of synonyms and antonyms;

(vii) increase knowledge of words having multiple meanings, different shades of meaning, and which play different roles in sentences;

(viii) refine asking and answering questions, in particular those associated with reasoning skills in content areas;

(ix) increase comprehension and use of nonliteral language: idiomatic language, sarcasm, metaphor, puns, slang, indirect speech acts (e.g., "Why don't you sit down?"; "Could you give me a pen?");

(x) begin to use figurative language;

(xi) deduce unknown meanings from contexts;

(xii) provide definitions using synonyms, explanations, and specifications of categorical relationships;

(xiii) understand that different stress patterns can change word meaning (e.g., "per mit" versus "per mit"), as hearing permits; and

(xiv) use beginning dictionary to learn the meanings of words.

(B) Language structure and use of sentences patterns
Simple Sentence Patterns

(i) refine use of all simple (kernel) sentence patterns (see grade one);

(ii) expand the subject and object noun phrase by:

- embedding more modifiers ("Many old and tired horses have won more than one race.")
- use of appositive ("Tom, the pitcher, was their best player.")
- use of complement ("The coach named Bill the captain.");

(iii) expand the verb phrase by:

- adding negation to present progressive ("is not eating"), past ("did not eat"), early infinitives ("don't want to [verb], don't know how to [verb]"), future ("not going to [verb], will not"), and modal ("can not [verb], should not")
- using additonal modals: "would, could, might"
- using past and future progressive tense ("I was/will be seeing."); past, present, future perfect tense ("had/have/will have eaten")
- expanded use of "to be"verb: present progressive ("I am being rude."), present perfect ("I have been sick."), past progressive ("I was being nice."), future ("I will be ready.")
- distinguish between "be," "do," and "have" as auxiliary versus main verb;

(iv) transformations:

- *increase ability to ask yes/no and wh- questions, adding "how, when, why, how much, how far, how often, how long, what happened, what kind of"*
- *add auxiliary verb before subject when asking questions ("Is your brother a doctor?"; "Why did you go there?")*
- *add use of passive voice ("The boy was hit by a car.");*

Compound Sentence Patterns

(v) produce compound sentences using "and," "but," and "or" ("Tom is her brother, and Sue is her sister."; "I wanted a bike, but I got a goldfish."), as well as "either-or/neither-nor";

Complex Sentence Patterns

(vi) produce relative pronoun clauses beginning with "who, whom, whose, which, that":

- *as modifier of subject and of object ("The girl who came late is my sister."; "I like the dress that's yours.")*
- *with deleted pronoun ("The dog [that] I like best is a Basenji."; "She is the girl [that] I saw.");*

(vii) adverbial dependent clauses which tell:

- *where ("where"): "He showed me where he lives."*
- *when ("when, when-then, after, before, while, until"): "After you eat, wash your hands."; "I lived there when I was a child."*
- *why ("because, so that, so, since"): "He finished his work so he could watch television."; "Since you were late, I went alone."*
- *how ("as if, if-then, ______er than"): "He drank as if he were dying of thirst."; "He waited longer than I did."*
- *to what extent ("as ____ as"): "He ran as far as he could run.";*

(viii) nominal dependent clauses using wh- words in the:

- *direct object position ("I know what you want."; "I guess that is all I have.");*

(ix) infinitive in subject and object position ("To bite is not nice."; "She wanted to catch the bus."; and

(x) gerund in the subject and object position ("Swimming is my favorite sport."; "I prefer driving home before dark.")

(f) English language arts, grade five. English language arts, grade five, shall include the following essential elements:

(1) Listening *and Looking*. Developing skills in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:

(A) employ active listening in a variety of situations;

(B) listen to appreciate the sound devices of rhythm, rhyme, alliteration, and onomatopeia *(as appropriate for nature of hearing loss)*;

(C) recognize a speaker's purpose for a presentation;

(D) select from an oral *and/or signed* presentation the information needed;

(E) distinguish between fact and opinion; *and*

(F) expand all auditory skills through auditory training.

(2) Speaking

(A) Developing fluency in using oral language *and/or sign language* to communicate effectively. The student shall be provided opportunities to:

- (i) engage in creative dramatic activities and nonverbal communication;
- (ii) use a variety of words *and connected language* to express feelings, *attitudes, values, aspirations*, and ideas;
- (iii) make organized oral *and/or signed* presentations;
- (iv) participate on committees and panels and in group problem-solving activities;
- *(v) produce poems from memory;*
- *(vi) initiate and terminate conversation;*
- *(vii) keep track (i.e., follow) during conversation;*
- *(viii) introduce new and relevant topics into a conversation;*
- *(ix) appropriately change the topic;*
- *(x) appropriately enter a conversation;*
- *(xi) maintain a topic during conversation, appropriately tying together and organizing sentences;*
- *(xii) avoid talking while others are talking;*
- *(xiii) provide appropriate amount of information—not saying what listener already knows, while providing sufficient information for listener to follow;*
- *(xiv) recognize and help repair communication breakdown;*
- *(xv) appropriately alternate turns during conversation; and*
- *(xvi) create different effects by saying things in different ways.*

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to:

- (i) adapt content and formality of oral *and/or sign* language to fit purpose and audience;
- (ii) use a brief set of reasons to persuade a peer or an adult;
- (iii) explain how to do something, *including rules, procedures, facts, etc.*;
- (iv) present stories, puns, riddles, anecdotes, plays for entertainment;
- *(v) use language to secure goods and services and to satisfy needs;*
- *(vi) provide more precise descriptons of objects, events, processes, conditions, locations;*
- *(vii) use language to express feelings and their effects;*
- *(viii) respond to more advanced question forms;*
- *(ix) respond to requests for information, verification, clarification, action, repetition;*
- *(x) make direct and indirect (i.e., nonimperative) requests which influence and control others;*
- *(xi) request information, acknowledgement, repetition, permission;*
- *(xii) request clarification by asking for specific constituent repetion ("Which dress do you want?"; "Where did you say he went?");*
- *(xiii) provide statements of attitudes, feelings, beliefs, explanations;*

(xiv) *acknowledge others' responses through acceptance, agreement, disagreement;*

(xv) *provide clarifications by supplying the relevant repetition;*

(xvi) *use language to evaluate, including evaluations of completeness and accuracy, interesting versus dull descriptions, etc.;*

(xvii) *explain reasons, causes, and predicitons;*

(xviii) *hint, joke, warn, tease; and*

(xix) *use language in ritualistic communication (e.g., making introductions, polite versus informal expression, verbal rituals).*

(C) *Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels;*

(D) *Understanding and/or using more complex language and longer passages which express cognitive processes, including:*

(i) *providing examples: e.g., "______ is an example/type of ______.";*

(ii) *characteristics: e.g., "One feature of ______ is ______.";*

(iii) *definitions: e.g., "______ means ______.";*

(iv) *spatial and temporal ordering: e.g., "______, and then add ______."; "______ earlier than ______."; "______ before/after ______.";*

(v) *hypothesizing or predicting: e.g., "______ causes ______."; "______ therefore ______.";*

(vi) *classifying: e.g., "Each ______ has ______."; "______s never have ______.";*

(vii) *comparing and contrasting: e.g., "______ is ______er than ______.";*

(viii) *analyzing: e.g., "______ is made of ______.";*

(ix) *synthesizing: e.g., "All ______s with ______ are ______."; and*

(x) *evaluating: e.g., "In summary, ______."; "I feel that ______.".*

(E) *Using language in a variety of new communicative situations (e.g., in stores, with new adults);*

(F) *Using language in new domains of content: e.g., social studies ("Many people who live in Norway have light skin."); science ("We found out by measuring the sides.") (see section on The Language of Content Areas); and*

(G) *Using language to communicate with peers.*

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

(i) use complex structural analysis to identify words with two or more prefixes and/or suffixes;

(ii) use context clues for word identification; and

(iii) use the dictionary as a key to pronunciation including phonetic respelling.

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

(i) relate experiences with appropriate vocabulary in complete sentences;

(ii) use context to understand the meaning of words;

(iii) understand content area vocabulary *and grammar*;

(iv) use the dictionary to determine formal and informal language;

(v) develop an awareness that the dictionary describes different origins and derivations of words; and

(vi) increase vocabulary that conveys emotional feelings.

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(i) identify an implied main idea of a longer selection;

(ii) recall specific facts and details that support the main idea and/or conclusion;

(iii) arrange events in sequential order when sequence is not stated;

(iv) distinguish between fact and nonfact, *fantasy and fiction based on reality;*

(v) summarize *and paraphrase* a selection;

(vi) understand cause and effect relationships;

(vii) predict probable future outcomes or actions;

(viii) draw logical conclusions *and make inferences from read material*;

(ix) make generalizations;

(x) evaluate and make judgments;

(xi) be familiar with common cliches and idioms;

(xii) increase understanding of idioms, slang, puns, and other forms of nonliteral language;

(xiii) understand picturesque language, similes, and metaphors;

(xiv) become aware of irony and satire in literature;

(xv) identify selections requiring rereading for full comprehension;

(xvi) distinguish between fact and opinion in news reporting and seek proof of others' statements;

(xvii) begin to appreciate that people hold and express different opinions, and explore the opinions of others on selected issues;

(xviii) recount the plot of a story one has read;

(xix) identify when a story takes place; begin to relate one historical setting to other historical events;

(xx) begin to predict outcomes in fictitious stories using a growing awareness of cause and effect in real life;

(xxi) identify what story characters are like from their actions, description, relationship to other characters;

(xxii) appreciate how human beings and story characters create or influence important events;

(xxiii) predict emotional outcomes for characters in a story;

(xxiv) recognize where and why the moods or feelings of characters change in stories;

(xxv) observe and understand how emotions affect action;

(xxvi) expand identification with and understanding of the feelings of characters in stories;

(xxvii) become aware of the setting as it is described in a story;

(xxviii) compare events and people in stories with personal experiences;

(xxix) begin to recognize how the setting of a story contributes to the reader's understanding and appreciation of events and characters;

(xxx) compare one's personal knowledge of places with those described in story settings; and

(xxxi) identify the mood or tone of a story.

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

(i) follow a set of directions;

(ii) develop facility in oral *and/or signed* reading for audience;

(iii) use the parts of a book such as preface, copyright page, *and use headings and captions as cues to the location of desired information;*

(iv) use the dictionary and the encyclopedia to locate information;

(v) use graphic sources for information such as tables and lists, charts and graphs, maps and globes, time lines, pictures and diagrams, scale drawings, transportation schedules;

(vi) adjust the method and rate of reading to the purpose and type of material including study-type reading;

(vii) use topic sentences, italicized sentences, key words, and chapter and section titles to identify important ideas;

(viii) present in outline form the content of selected articles;

(ix) develop facility in taking notes on reading material including main ideas and relevant material;

(x) verify the spelling, meaning, and pronunciation of words using a dictionary;

(xi) know that the dictionary contains other reference material, including Biographical Names, Pronuncing Gazetteer, and Forms of Address, and begin to use these sections;

(xii) know the abbreviations for parts of speech and recognize these in the dictionary;

(xiii) choose the dictionary meaning that best fits the context in which a word is used;

(xiv) know that words have different origins and derivations by using that part of the dictionary entry;

(xv) use the card catalog and know that the identification number on cards indicates how books are shelved;

(xvi) find news items in the daily newspaper and note their organization;

(xvii) observe news events on video newscasts; and

(xviii) read news publications such as Jr. Scholastic and Current Events to gain understanding of current events.

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(i) recognize that simile and metaphor involve comparison;

(ii) respond to various forms of literature, *including legend, fable, short story, biography, autobiography, and poetry;*

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(iv) select books for individual needs and interests *from the classroom, school, or public library;*

(v) recognize differences in first and third person point of view;

(vi) describe the time and setting of story;

(vii) explain and relate to the feelings and emotions of characters;

(viii) develop responsibility for library books used and participate in maintaining the class and school libraries;

(ix) attack new words and read unfamiliar material with confidence;

(x) find that some books are exciting and continue to seek reading experiences for pleasure; and

(xi) become familiar with examples of various forms of poetry.

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

(i) describe the content and qualities of a picture;

(ii) be aware of content and technique in illustrations, paintings, and photographs;

(iii) extend formulation of a basis for judging the quality of unique and exceptional pictures;

(iv) associate a picture or illustration with the appropriate part of a story;

(v) interpret a picture or illustration in light of the surrounding text (e.g., what happened, what is likely to happen next, what story or part of the story the picture tells, what else might have been included in the picture, or what does the picture show that was not included in the text);

(vi) understand the content and sequence of filmstrips and slide series;

(vii) explore the purpose of video presentations (e.g., why a particular selection or sequence was chosen);

(viii) recognize and communicate complex messages, words, actions, and events in pantomime;

(ix) follow the story, action, message, and development of a play, movie, or video production;

(x) participate in creative dance activities and interpret the movement of observed dance;

(xi) follow more complex directions and construction steps presented in diagrams;

(xii) become familiar with how information is presented in charts, tables, and graphs; use them to obtain specific information;

(xiii) become skilled in using map symbols to locate information on different kinds of maps (e.g., road maps, picture maps, or natural resource maps);

(xiv) learn to orient oneself in relation to direction presented on a map and to estimate relative distance, size, and location;

(xv) locate surface features, water forms, and political features using an appropriately selected map; and

(xvi) use an atlas, globe, and wall map to locate information and places.

(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) use ideas and information from sources other than personal experiences for writing;

(ii) select and narrow a topic for a specific purpose*; and*

(iii) experiment with a variety of literary forms, e.g., short story, play scripts, novel, etc.

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(i) use chronological and spatial order and order of importance;

(ii) rearrange information to accomplish a specific purpose with a particular audience; *and*

(iii) describe basic format characteristics in own writing and that of others, e.g., article, story, script, etc.

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) participate in rewriting conferences;

(ii) spell increasingly complex words;

(iii) apply increasingly complex conventions of punctuation, *grammar* and capitalization;

(iv) write legible cursive letters; and

(v) use conventional formats (letters and commonly used forms).

(5) Language *(Meaning and Structure)*. Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communication. The student should be provided opportunities to:

(A) Vocabulary: Expand knowledge of word meaning

(i) expand vocabulary in all grammatical categories (i.e., nouns, pronouns [including indefinite and reflexive pronouns], verbs, prepositions, determiners, adjectives and adverbs, etc.), especially as related to all content areas in the curriculum. Include words for abstract concepts;

(ii) use partitives ("a pair of, some of");

(iii) early use of derivational morphemes: -or/er/ar ("actor, teacher"); -(t)ion ("completion, education"); -ly ("happily, quickly"); un- ("unhappy"); -th ("tenth");

(iv) refine understanding of word meanings: i.e., use a given word in a variety of linguistic and environmental contexts, yet not overextend its use inappropriately. Select the best word for a given context;

(v) increase knowledge of subordinate and superordinate categories (e.g., "believe," "think," and "know" are all types of "thoughts");

(vi) increase knowledge of synonyms and antonyms;

(vii) increase knowledge of words having multiple meanings, different shades of meaning, and which play different roles in sentences;

(viii) refine asking and answering questions, in particular those associated with reasoning skills in content areas;

(ix) increase comprehension and use of nonliteral language: idiomatic language, sarcasm, metaphor, puns, slang, indirect speech acts (e.g., "Why don't you sit down?"; "Could you give me a pen?");

(x) begin to use figurative language;

(xi) *deduce unknown meanings from contexts;*

(xii) *provide definitions using synonyms, explanations, and specifications of categorical relationships;*

(xiii) *understand that different stress patterns can change word meaning (e.g., "per mit" versus "per mit"), as hearing permits; and*

(xiv) *use beginning dictionary to learn the meanings of words.*

(B) *Language structure and use of sentences patterns*
Simple Sentence Patterns

(i) *refine use of all simple (kernel) sentence patterns (see grade one);*

(ii) *expand the subject and object noun phrase by:*

- *embedding more modifers ("Many old and tired horses have won more than one race.")*
- *use of appositive ("Tom, the pitcher, was their best player.")*
- *use of complement ("The coach named Bill the captain.");*

(iii) *expand the verb phrase by:*

- *adding negation to present progressive ("is not eating"), past ("did not eat"), early infinitives ("don't want to [verb], don't know how to [verb]"), future ("not going to [verb], will not"), and modal ("can not, should not")*
- *using additional modals: "would, could, might"*
- *using past and future progressive tense ("I was/will be seeing."); past, present, future perfect tense ("had/have/will have eaten")*
- *expanded use of "to be" verb: present progressive ("I am being rude."), present perfect ("I have been sick."), past progressive ("I was being nice."), future ("I will be ready.")*
- *distinguish between "be," "do," and "have" as auxiliary versus main verb;*

(iv) *transformations:*

- *increase ability to ask yes/no and wh- questions, adding "how, when, why, how much, how far, how often, how long, what happened, what kind of"*
- *add auxiliary verb before subject when asking questions ("Is your brother a doctor?"; "Why did you go there?")*
- *add use of passive voice ("The boy was hit by a car.");*

Compound Sentence Patterns

(v) *produce compound sentences using "and," "but," and "or" ("Tom is her brother, and Sue is her sister."; "I wanted a bike, but I got a goldfish."), as well as "either-or/neither-nor";*

Complex Sentence Patterns

(vi) *produce relative pronoun clauses beginning with "who, whom, whose, which, that":*

- *as modifier of subject and of object ("The girl who came late is my sister."; "I like the dress that's yours.")*
- *with deleted pronoun ("The dog [that] I like best is a Basenji."; "She is the girl [that] I saw.");*

(vii) *adverbial dependent clauses which tell:*

- *where ("where"): "He showed me where he lives."*
- *when ("when, when-then, after, before, while, until"): "After you eat, wash your hands."; "I lived there when I was a child.")*
- *why ("because, so that, so, since"): "He finished his work so he could watch television."; "Since you were late, I went alone."*

- *how ("as if, if-then, ______er than"): "He drank as if he were dying of thirst."; "He waited longer than I did."*
- *to what extent ("as ____ as"): "He ran as far as he could run.";*

(viii) nominal dependent clauses using wh- words in the:

- *direct object position ("I know what you want."; "I guess that is all I have.");*

(ix) infinitive in subject and object position ("To bite is not nice."; "She wanted to catch the bus."); and

(x) gerund in the subject and object position ("Swimming is my favorite sport."; "I prefer driving home before dark.")

(g) English language arts, grade six. English language arts, grade six, shall include the following essential elements:

(1) Listening *and Looking*. Developing skills in attending to, responding to, and analyzing oral *and/or signed* communications. The student shall be provided opportunities to:

(A) employ active listening in a variety of situations;

(B) listen to appreciate the sound devices of rhythm, rhyme, alliteration, and onomatopeia *(as appropriate for nature of hearing loss)*;

(C) recognize a speaker's purpose for a presentation;

(D) select from an oral *and/or signed* presentation the information needed;

(E) distinguish between fact and opinion; *and*

(F) expand all auditory skills through auditory training.

(2) Speaking

(A) Developing fluency in using oral language *and/or sign language* to communciate effectively. The student shall be provided opportunities to:

(i) engage in creative dramatic activities and nonverbal communication;

(ii) use a variety of words *and connected language* to express feelings, *attitudes, values, aspirations*, and ideas;

(iii) make organized oral *and/or signed* presentations;

(iv) participate on committees and panels and in group problem-solving activities;

(v) produce poems from memory;

(vi) initiate and terminate conversation;

(vii) keep track (i.e., follow) during conversation;

(viii) introduce new and relevant topics into a conversation;

(ix) appropriately change the topic;

(x) appropriately enter a conversation;

(xi) maintain a topic during conversation, appropriately tying together and organizing sentences;

(xii) avoid talking while others are talking;

(xiii) provide appropriate amount of information—not saying what listener already knows, while providing sufficient information for listener to follow;

- *(xiv) recognize and help repair communication breakdown;*
- *(xv) appropriately alternate turns during conversation; and*
- *(xvi) create different effects by saying things in different ways.*

(B) Speaking to accomplish a variety of purposes: informing, expressing, persuading, entertaining. The student shall be provided opportunities to:

- (i) adapt content and formality of oral *and/or sign* language to fit purpose and audience;
- (ii) use a brief set of reasons to persuade a peer or an adult;
- (iii) explain how to do something, *including rules, procedures, facts, etc.*;
- (iv) present stories, puns, riddles, anecdotes, and plays for entertainment;
- *(v) use language to secure goods and services and to satisfy needs;*
- *(vi) provide more precise descriptions of objects, events, processes, conditions, locations;*
- *(vii) use language to express feelings and their effects;*
- *(viii) respond to more advanced question forms;*
- *(ix) respond to requests for information, verification, clarification, action, repetition;*
- *(x) make direct and indirect (i.e., nonimperative) requests which influence and control others;*
- *(xi) request information, acknowledgement, repetition, permission;*
- *(xii) request clarification by asking for specific constituent repetition ("Which dress do you want?"; "Where did you say he went?");*
- *(xiii) provide statements of attitudes, feelings, beliefs, explanations;*
- *(xiv) acknowledge others' responses through acceptance, agreement, disagreement;*
- *(xv) provide clarifications by supplying the relevant repetition;*
- *(xvi) use language to evaluate, including evaluations of completeness and accuracy, interesting versus dull descriptions, etc.;*
- *(xvii) explain reasons, causes and predictions;*
- *(xviii) hint, joke, warn, tease; and*
- *(xix) use language in ritualistic communication (e.g., making introductions, polite versus informal expression, verbal rituals.*

(C) Developing speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels;

(D) Understanding and/or using more complex language and longer passages which express cognitive processes, including:

- *(i) providing examples: e.g., "______ is an example/type of ______.";*
- *(ii) characteristics: e.g., "One feature of ______ is ______.";*
- *(iii) definitions: e.g., "______ means ______.";*
- *(iv) spatial and temporal ordering: e.g., "______, and then add ______."; "______ earlier than ______."; "______ before/after ______.";*
- *(v) hypothesizing or predicting: e.g., "______ causes ______."; "______ therefore ______.";*
- *(vi) classifying: e.g., "Each ______ has ______."; "______s never have ______.";*

(vii) *comparing and contrasting: e.g., "______ is ______er than ______.";*

(viii) *analyzing: e.g., "______ is made of ______.";*

(ix) *synthesizing: e.g., "All ______s with ______ are ______."; and*

(x) *evaluating: e.g., "In summary, ______."; "I feel that ______.".*

(E) *Using language in a variety of new communicative situations (e.g., in stores, with new adults);*

(F) *Using language in new domains of content: e.g., social studies ("Many people who live in Norway have light skin."); science ("We found out by measuring the sides.") (see section on The Language of Content Areas); and*

(G) *Using language to communicate with peers.*

(3) Reading

(A) Using word attack skills to decode written language. The student shall be provided opportunities to:

(i) use complex structural analysis to identify words with two or more prefixes and/or suffixes;

(ii) use context clues for word identification; and

(iii) use the dictionary as a key to pronunciation including phonetic respelling.

(B) Developing vocabulary *and grammar* to understand written material. The student shall be provided opportunities to:

(i) relate experiences with appropriate vocabulary in complete sentences;

(ii) use context to understand the meaning of words;

(iii) understand content area vocabulary *and grammar*; and

(iv) use the dictionary to determine word origins and word histories.

(C) Using comprehension skills to gain meaning from whatever is read. The student shall be provided opporutnities to:

(i) identify an implied main idea of a longer selection;

(ii) recall specific facts and details that support the main idea and/or conclusion;

(iii) arrange events in sequential order, including time and degree of importance;

(iv) recognize various persuasive devices;

(v) summarize *and paraphrase* a selection;

(vi) understand cause and effect relationships;

(vii) predict probable future outcomes or actions;

(viii) draw logical conclusions *and make inferences, then revise in light of new information*;

(ix) make generalizations;

(x) evaluate and make judgments;

(xi) *be sufficiently familiar with common cliches and idioms to recognize and be amused by variants of them;*

(xii) *recognize complex similes and metaphors in both poetry and prose;*

(xiii) *begin to understand the intent of selections of irony and satire, and the manner in which they are created;*

(xiv) understand that the same basic meaning can be expressed in different ways which evoke different responses to a selection;

(xv) identify selections requiring rereading for full comprehension;

(xvi) identify the author's purpose or bias in fiction and nonfiction;

(xvii) understand how opinions are formed and how different opinions influence the reporting of facts;

(xviii) distinguish between supported facts and unsupported opinions;

(xix) appreciate that people hold and express different opinions, and explore the opinions of others on selected issues;

(xx) become aware that authors reveal their attitudes and opinions through their writing;

(xxi) begin to recognize logical argument as opposed to emotional or illogical argument;

(xxii) follow a plot unfolding step by step in a narrative;

(xxiii) continue to predict outcomes in fictitious stories using an awareness of related causes and possible effects in real life;

(xxiv) begin to identify those aspects of a story that reveal the nature of a character and the complexity of the character;

(xxv) begin to identify how an author creates a character and how the nature of the character contributes to the story;

(xxvi) recognize the interaction of emotion and behavior; describe this interaction in relation to real and fictional characters in specific situations;

(xxvii) identify with characters in literature;

(xxviii) grasp the story setting as it is revealed in description and background events; and

(xxix) recognize how the setting of a story contributes to the reader's understanding and appreciation of events and characters; compare fictitious settings to those personally known.

(D) Applying reading skills to a variety of practical situations. The student shall be provided opportunities to:

(i) follow complex directions;

(ii) develop facility in oral *and/or signed* reading for audience;

(iii) use parts of a book such as footnotes and appendices, *and use headings and subheadings to narrow down the location of information sought*;

(iv) use periodicals, card catalogs, *Readers' Guide to Periodical Literature and other* reference works to locate information;

(v) compare the information of charts, graphs, tables, and lists;

(vi) adjust the method and rate of reading *(e.g., skimming and scanning)* to the purpose and type of material, including study-type reading;

(vii) become skilled in using bold type, italics, and other indicators of importance in skimming for specific information;

(viii) extend skill in identifying important ideas by noting the content of chapter and section titles and by identifying topic sentences;

(ix) prepare outlines of extended passages which accurately reflect the organization of the content;

(x) refine facility in taking notes on reading selection to include all the main ideas as well as essential supporting material;

(xi) use the thesaurus as a source of synonyms;

(xii) use the gazetteer and biographical dictionary sections of the dictionary to identify famous characters;

(xiii) use the list of phonetic symbols in a dictionary to interpret unfamiliar pronunciations encountered;

(xiv) accurately select the particular meaning of a dictionary word which fits the use of the word encountered;

(xv) use newspapers, news magazines, and video presentations to keep aware of current developments; and

(xvi) become aware of propaganda techniques used in advertising.

(E) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(i) recognize personification as a literary device;

(ii) respond to various forms of literature *including fables, legends, tall tales, short stories, biographies, autobiographies, one-act plays, and novels;*

(iii) become acquainted with a variety of selections, characters, and themes of our literary heritage;

(iv) select books for individual needs and interests *from the classroom, school, or public library*;

(v) recognize differences in first and third person points of view;

(vi) describe the time and setting of story;

(vii) explain and relate to the feelings and emotions of characters;

(viii) find that books are exciting and interesting as well as instructive; continue to enjoy self-selected reading as a recreational activity;

(ix) become familiar with various forms of poetry and enjoy a variety of poetic expressions; and

(x) interpret events and people in stories in light of previous experiences, vicarious experiences, or the experiences of others.

(F) Extending reading skills to the interpretation and enjoyment of other symbolic means of communication. The student shall be provided opportunities to:

(i) begin to analyze illustrations, paintings, and photographs as to content and technique;

(ii) select pictures and paintings one likes and communicate why one chose particular works;

(iii) refer to pictures and illustrations to extend an understanding and appreciation of a text;

(ix) continue to understand, follow, and question the content and sequence of filmstrips and slide series;

(v) be able to suggest the purpose of video presentations (e.g., why a particular selection or sequence was chosen);

(vi) recognize and communicate increasingly complex messages, actions, and events in pantomime;

(vii) follow and interpret increasingly complex or mature plays, movies, and television productions;

(viii) be familiar with different dance forms e.g., creative, ballet, or folk and begin to interpret how dance movements convey feelings and ideas;

(ix) read and interpret schematic drawings and diagrams;

(x) understand information presented in charts, tables, and graphs encountered in reading and other content areas;

(xi) be able to orient oneself in relation to direction presented on a map and to estimate relative distance, size, and location;

(xii) use various maps to secure the information needed to find a particular location; use the map legend; and

(xiii) be familiar with different types of globes.

(4) Writing

(A) Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to:

(i) generate material for writing independently and in a variety of ways;

(ii) select and narrow a topic for a specific purpose; *and*

(iii) provide a climax and resolution to narrative writing.

(B) Developing skills in writing effectively for a variety of purposes, modes, and audiences. The student shall be provided opportunities to:

(i) vary word choice to accommodate the purpose and audience;

(ii) use chronological and spatial order and order of importance; *and*

(iii) choose a format appropriate to a stated purpose, and generate a product conforming to that format (e.g., article for school paper, criticism, story, etc.).

(C) Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to:

(i) participate in rewriting conferences;

(ii) spell increasingly complex words;

(iii) apply increasingly complex conventions of punctuation, *grammar*, and capitalization;

(iv) write legible cursive letters;

(v) include in paragraphs a variety of kinds of complete sentences; and

(vi) use conventional formats (letters and commonly used forms).

(5) Language *(Meaning and Structure)*. Developing skill in using the *meanings and* grammar of English for effective oral, *signed*, and written communication. The student should be provided opportunities to:

(A) Vocabulary: Expand knowledge of word meaning

(i) expand vocabulary in all grammatical categories (i.e., nouns, pronouns [including indefinite and reflexive pronouns], verbs, prepositions, determiners, adjectives and adverbs, etc.), especially as related to all content areas in the curriculum. Include words for abstract concepts;

(ii) use partitives ("a pair of, some of");

(iii) early use of derivational morphemes: -or/er/ar ("actor, teacher"); -(t)ion ("completion, education"); -ly ("happily, quickly"); un- ("unhappy"); -th ("tenth");

(iv) refine understanding of word meanings: i.e., use a given word in a variety of linguistic and environmental contexts, yet not overextend its use inappropriately. Select the best word for a given context;

(v) increase knowledge of subordinate and superordinate categories (e.g., "believe," "think," and "know" are all types of "thoughts");

(vi) increase knowledge of synonyms and antonyms;

(vii) increase knowledge of words having multiple meanings, different shades of meaning, and which play different roles in sentences;

(viii) refine asking and answering questions, in particular those associated with reasoning skills in content areas;

(ix) increase comprehension and use of nonliteral language: idiomatic language, sarcasm, metaphor, puns, slang, indirect speech acts (e.g., "Why don't you sit down?"; "Could you give me a pen?");

(x) begin to use figurative language;

(xi) deduce unknown meanings from contexts;

(xii) provide definitions using synonyms, explanations, and specifications of categorical relationships;

(xiii) understand that different stress patterns can change word meaning (e.g., "per mit" versus "per mit"), as hearing permits; and

(xiv) use beginning dictionary to learn the meanings of words.

(B) Language structure and use of sentences patterns
Simple Sentence Patterns

(i) refine use of all simple (kernel) sentence patterns (see grade one);

(ii) expand the subject and object noun phrase by:

- embedding more modifiers ("Many old and tired horses have won more than one race.")
- use of appositive ("Tom, the pitcher, was their best player.")
- use of complement ("The coach named Bill the captain.");

(iii) expand the verb phrase by:

- adding negation to present progressive ("is not eating"), past ("did not eat"), early infinitives ("don't want to [verb] , don't know how to [verb] "), future ("not going to [verb] , will not"), and modal ("can not, should not")
- using additional modals: "would, could, might"
- using past and future progressive tense ("I was/will be seeing."); past, present, future perfect tense ("had/have/will have eaten")
- expanded use of "to be" verb: present progressive ("I am being rude."), present perfect ("I have been sick."), past progressive ("I was being nice."), future ("I will be ready.")
- distinguish between "be," "do," and "have" as auxiliary versus main verb;

(iv) transformations:

- increase ability to ask yes/no and wh- questions, adding "how, when, why, how much, how far, how often, how long, what happened, what kind of"
- add auxiliary verb before subject when asking questions ("Is your brother a doctor?"; "Why did you go there?")
- add use of passive voice ("The boy was hit by a car.");

Compound Sentence Patterns

(v) *produce compound sentences using "and," "but," and "or" ("Tom is her brother, and Sue is her sister."; "I wanted a bike, but I got a goldfish."), as well as "either-or/neither-nor";*

Complex Sentence Patterns

(vi) *produce relative pronoun clauses beginning with "who, whom, whose, which, that":*

- *as modifier of subject and of object ("The girl who came late is my sister."; "I like the dress that's yours.")*
- *with deleted pronoun ("The dog [that] I like best is a Basenji."; "She is the girl [that] I saw.");*

(vii) *adverbial dependent clauses which tell:*

- *where ("where"): "He showed me where he lives."*
- *when ("when, when-then, after, before, while, until"): "After you eat, wash your hands,"; "I lived there when I was a child.")*
- *why ("because, so that, so, since"): "He finished his work so he could watch television."; "Since you were late, I went alone."*
- *how ("as if, if-then, ______er than"): "He drank as if he were dying of thirst."; "He waited longer than I did."*
- *to what extent ("as ____ as"). "He ran as far as he could run."*

(viii) *nominal dependent clauses using wh- words in the:*

- *direct object position ("I know what you want."; "I guess that is all I have.");*

(ix) *infinitive in subject and object position ("To bite is not nice."; "She wanted to catch the bus."); and*

(x) *gerund in the subject and object position ("Swimming is my favorite sport."; "I prefer driving home before dark.").*

CHAPTER 75 CURRICULUM

SUBCHAPTER C. ESSENTIAL ELEMENTS—GRADES SEVEN-EIGHT

§75.41 English Language Arts

(a) English language arts, grade seven (1 unit). English language arts, grade seven, shall include the following essential elements:

- (1) Writing concepts and skills. The student shall be provided opportunities to:
  - (A) use the composing process to plan and generate writing;
  - (B) write for a variety of purposes and audiences;
  - (C) synthesize information from several sources;
  - (D) use direct quotations from written and oral sources;
  - (E) use formal and informal language appropriately;
  - (F) substitute specific words for general words;
  - (G) omit sentence fragments, run-on sentences, nonagreement, and faulty tense changes;
  - (H) proofread for punctuation, capitalization, spelling, and syntax; and
  - (I) Apply common generalizations about spelling.
- (2) Language concepts and skills. The student shall be provided opportunities to:
  - (A) use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences;
    - *(i) expanded use of compound sentence patterns, using "yet, neither-nor, so, not only-but also," etc.;*
    - *(ii) mastery of complex sentence structures presented at earlier levels;*
    - *(iii) use of new complex structures:*
      - *adjectival dependent clauses, with "where," "when," and "since" ("I visited the town where I was born."; "I got that book when it was first published.")*
      - *nominal dependent clauses in the subject position ("What bothers me is your attitude.": "Who you choose is up to you.") and in the predicate nominative position ("The fact is that we always lose.")*
      - *indirect discourse ("Sally told Bill that I like him."); and*
    - *(iv) use of compound/complex sentences:*
      - *multiple complex sentences containing more than one dependent clause ("Sally told Ann that she liked men with gray hair.")*
      - *multiple compound sentences containing more than two independent clauses ("Dogs like balls and cats like string, but fish don't like anything.")*
      - *compound/complex sentences containing embedding or conjoining of three or more sentences ("Some babies are born addicted to a drug and are withdrawn at birth.").*
  - (B) use all parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, in written, oral *and total* communication;
    - *(i) expanded use of complex nouns related to content areas;*
    - *(ii) pronouns:*

- *to refer to indefinite, stated or implied antecedents ("It never happened."; "He did that too.")*
- *used correctly in nominative, objective, and possessive positions*
- *correct use of reflexive ("themselves, itself"), indefinite ("one another, anybody"), and demonstrative ("these, those") pronouns;*

(iii) *verb phrase:*

- *use of present perfect ("have eaten"), past perfect ("had fallen"), and future perfect ("will have eaten") tense*
- *use of modal with perfect tense ("could have gone")*
- *use of future progressive tense ("will be working")*
- *use of present perfect progressive ("have been wanting"), past perfect progressive ("had been getting"), and future perfect progressive ("will have been waiting") tense*
- *use of past, present, and future habitual tense ("This has happened since I was a child."; "Birds fly south in winter."; "Roaches will always be with us.")*
- *use of present participle phrases ("Birds eating worms is a sign of spring."), past participle phrases ("This was a country filled with immigrants."), and adjectival participle phrases ("The layer forming the earth's surface is the crust.")*
- *use of third person singular present tense ("The boy runs."; "The boys run.")*
- *use of modals with: perfect tense ("could have gone"), progressive tense ("should be sleeping"), perfect progressive tense ("would have been going");*

(iv) *expanded use of complex adjectives and adverbs related to content areas ("CPR is an artificial method of manually circulating the blood.");*

(v) *use of complex prepositions, including compound prepositions ("in spite of, in place of, in case of, contrary to, instead of," etc.);*

(vi) *use of complex conjunctions and interjections; and*

(vii) *use of derivational morphemes: e.g., "sub-, -ism, intra-, -ous, -ness, -ment, -ish, il-/im-/ir-/in-/, ily, etc.".*

(*C*) *begin to use common affixes to change words from one part of speech to another;*

(*D*) use oral *and/or sign* language effectively for a variety of purposes, *content areas*, and audiences;

(*E*) use the fundamentals of grammar, punctuation and spelling;

(*F*) use correct agreement between subjects and verbs and between pronouns and antecedents;

(*G*) use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects;

(*H*) *appropriately answer and ask complex question forms, including negative questions ("Aren't you coming with us?"; "Why can't he walk?"), and positive and negative tag questions ("They're your friends, aren't they?"; "She won't cry, will she?");*

(*I*) *continue use of language to express cognitive processes, including: observing, describing or characterizing, defining, comparing and contrasting, associating, spatial and temporal ordering, classifying, analyzing, synthesizing, hypothesizing or predicting, and evaluating;*

(*J*) *expand comprehension and use of multiple meanings; and*

(*K*) *expand comprehension and use of nonliteral language: e.g., idiomatic language, sarcasm, metaphor, pun, indirect speech acts, slang, etc.*

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) follow plot and character development in stories;

(B) recognize figurative language;

(C) recognize literary traditions of cultural groups;

(D) recognize folk literature, legends, and myths; *and*

(E) continue to develop skill in reciting poetry and songs.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) choose appropriate meaning of multimeaning words;

(B) identify and evaluate main idea statements;

(C) arrange details in sequential order;

(D) perceive cause and effect relationships;

(E) predict probable future actions;

(F) summarize and make generalizations;

(G) distinguish between fact and nonfact;

(H) identify the author's point of view and purpose;

(I) follow written directions including substeps; and

(J) use the card catalog and standard library references.

(5) Speaking and listening *and Total Communication* skills. The student shall be provided opportunities to:

(A) participate in group discussions;

(B) present information in a variety of oral *and/or signed* situations;

(C) follow ways a speaker signals important ideas and examples;

(D) respond appropriately to a presenter;

(E) take notes from an oral *and/or signed* presentation, *as nature of hearing loss permits*;

(F) expand auditory skills through auditory training; and

(G) develop speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels.

(b) English language arts, grade eight (1 unit). English language arts, grade eight, shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) write for a variety of purposes and audiences;

(C) demonstrate clear and logical thinking in support and development of a central idea;

(D) evaluate the content and organization of one's own writing as well as that of others;

(E) use formal and informal language appropriately;

(F) avoid cliches and trite expressions;

(G) use punctuation and capitalization appropriately in writing;

(H) omit sentence fragments, run-on sentences, nonagreement, and faulty tense changes;

(I) edit for clarity of language, appropriate word choice, and effective sentences;

(J) apply common generalizations about spelling; and

(K) use the dictionary to check spelling.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences;

(i) expanded use of compound sentence patterns, using "yet, neither-nor, so, not only-but also," etc.;

(ii) mastery of complex sentence structures presented at earlier levels;

(iii) use of new complex structures:

- *adjectival dependent clauses, with "where," "when," and "since" ("I visited the town where I was born."; "I got that book when it was first published.")*
- *nominal dependent clauses in the subject position ("What bothers me is your attitude."; "Who you choose is up to you.") and in the predicate nominative position ("The fact is that we always lose.")*
- *indirect discourse ("Sally told Bill that I like him."); and*

(iv) use of compound/complex sentences:

- *multiple complex sentences containing more than one dependent clause ("Sally told Ann that she liked men with gray hair.")*
- *multiple compound sentences containing more than two independent clauses ("Dogs like balls and cats like string, but fish don't like anything.")*
- *compound/complex sentences containing embedding or conjoining of three or more sentences ("Some babies are born addicted to a drug and are withdrawn at birth.").*

(B) use all parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, in written, oral *and total* communication;

(i) expanded use of complex nouns related to content areas;

(ii) pronouns:

- *to refer to indefinite, stated or implied antecedents ("It never happened."; "He did that too.")*
- *used correctly in nominative, objective, and possessive positions*
- *correct use of reflexive ("themselves, itself"), indefinite ("one another, anybody"), and demonstrative ("these, those") pronouns;*

(iii) verb phrase:

- *use of present perfect ("have eaten"), past perfect ("had fallen"), and future perfect ("will have eaten") tense*
- *use of modal with perfect tense ("could have gone")*
- *use of future progressive tense ("will be working")*
- *use of present perfect progressive ("have been wanting"), past perfect progressive ("had been getting"), and future perfect progressive ("will have been waiting") tense*
- *use of past, present, and future habitual tense ("This has happened since I was a child."; "Birds fly south in winter."; "Roaches will always be with us.")*
- *use of present participle phrases ("Birds eating worms is a sign of spring."), past participle phrases ("This was a country filled with immigrants."), and adjectival participle phrases ("The layer forming the earth's surface is the crust.")*
- *use of third person singular present tense ("The boy runs."; "The boys run.")*
- *use of modals with: perfect tense ("could have gone"), progressive tense ("should be sleeping"), perfect progressive tense ("would have been going");*

(iv) expanded use of complex adjectives and adverbs related to content areas ("CPR is an artificial method of manually circulating the blood.");

(v) use of complex prepositions, including compound prepositions (''in spite of, in place of, in case of, contrary to, instead of,'' etc.);

(vi) use of complex conjunctions and interjections; and

(vii) use of derivational morphemes: e.g., ''sub-, -ism, intra-, -ous, -ness, -ment, -ish, il-/im-/ir-/in-, -ily, etc.'';

(C) use common affixes to change words from one part of speech to another;

(D) use oral *and/or sign* language effectively for a variety of purposes, *content areas,* and audiences;

(E) use the fundamentals of grammar, punctuation and spelling;

(F) use correct agreement between subjects and verbs and between pronouns and antecedents;

(G) use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects;

(H) appropriately answer and ask complex question forms, including negative questions (''Aren't you coming with us?''; ''Why can't he walk?'') and positive and negative tag questions (''They're your friends, aren't they?''; ''She won't cry, will she?'');

(I) continue use of language to express cognitive processes, including: observing, describing or characterizing, defining, comparing and contrasting, associating, spatial and temporal ordering, classifying, analyzing, synthesizing, hypothesizing or predicting, and evaluating;

(J) expand comprehension and use of multiple meanings; and

(K) expand comprehension and use of nonliteral language: e.g., idiomatic language, sarcasm, metaphor, pun, indirect speech acts, slang, etc.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) follow more complex plot and character development in stories;

(B) recognize the ways in which figurative language and sound devices contribute to meaning;

(C) describe plot, setting, character, and mood in more complex literary selections;

(D) recognize different types of literature: short stories, novels, poems, and plays; and

(E) recognize the basic types and characteristics of nonfiction.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) choose the appropriate meaning of multimeaning words;

(B) identify implied main ideas and related details;

(C) distinguish between and evaluate fact and nonfact;

(D) identify the sequential order of events;

(E) perceive cause and effect relationships;

(F) identify the author's point of view and purpose;

(G) predict probable future actions and outcomes;

(H) arrive at a generalization from a given series of details and/or assumptions;

(I) use parts of a book;

(J) interpret diagrams, graphs, and statistical illustrations; and

(K) use the card catalog and standard references.

(5) Speaking and listening *and Total Communication* skills. The student shall be provided opportunities to:

(A) participate in group discussions;

(B) present information in a variety of oral *and/or signed* situations;

(C) follow ways a speaker signals important ideas and examples;

(D) respond appropriately to a presenter;

(E) take notes from an oral *and/or signed* presentation, *as nature of hearing loss permits;*

(F) expand auditory skills through auditory training; and

(G) develop speech skills in the areas of voice, prosody (stress, intensity, pitch, duration, rate), and articulation, at both phonetic and phonological levels.

(c) Reading, grade seven (1 unit). Reading, grade seven, shall include the following essential elements:

(1) Word attack skills to decode written language. The student shall be provided opportunities to:

(A) apply contextual clues;

(B) use word structure analysis *(e.g., syllable identification, identification of prefixes and suffixes, inflectional endings, and compound words);*

(C) use advanced dictionaries for word pronunciation;

(D) have a sufficient sight vocabulary to read most average written communication; and

(E) combine knowledge of phonetic and symbolic relationships to decode printed words.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to:

(A) use advanced dictionaries for determining word meaning;

(B) choose appropriate meaning of multimeaning words;

(C) be skilled in using all parts of the dictionary to obtain needed information; and

(D) use the dictionary to learn an alternative form of a word in a different form class: e.g., the noun form of a verb (''educate/education''), the adjective form of a noun (''health/healthy''), or the adverb form of an adjective (''beautiful/beautifully''), etc.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(A) identify and evaluate main ideas and subordinate related details;

(B) arrange details in sequential or simultaneous order;

(C) perceive cause and effect relationships;

(D) summarize and make generalizations;

(E) distinguish between facts and fictional details;

(F) recognize author's purpose, point of view, *bias*, and opinion;

(G) compare and contrast viewpoints on the same topic *and identify how the opinion or bias of a writer may twist reports of objective facts*;

(H) predict probable future actions or outcomes;

(I) draw conclusions *that are logical and reasonable*;

(J) perceive the dimensions of written communication which facilitate accurate interpretation or lead to misinterpretation (e.g., main headings, subheadings, and italics);

(K) give a definition of any known word appropriate to the context in which it occurs;

(L) restate the direct or explicitly stated meanings in material read;

(M) paraphrase the meaning of complex sentences in printed material;

(N) recognize altered cliches and idioms, puns, other plays on words, understatement, exaggeration, and implausible juxtapositions of words and images which are intended to be humorous;

(O) recognize and interpret similes, metaphors, and other figurative expressions;

(P) recognize and accurately interpret irony, satire, and other thematic messages in literature;

(Q) understand the difference between denotation and connotation;

(R) be skilled in using cues to identify important ideas in reading material (e.g., position in sentences and paragraphs; italicized sentences; content of titles, headings, and subheadings; repetition of key words and captions);

(S) take notes on what is read; distinguish main ideas from supporting or illustrative material;

(T) engage in an informal study of logic sufficient to perceive logical false steps, omissions, or unsupported conclusions;

(U) follow with assistance some complicated plots in longer novels;

(V) discover differences and similarities between objects, events, and customs in stories set in the past and those in one's personal experience;

(W) gain experience in predicting outcomes of stories with increasing accuracy;

(X) appreciate complex characters in fiction and perceive the various ways in which authors reveal character;

(Y) encounter many instances of real and fictional characters whose behavior is shaped by their mood and feelings, and verify in real experience how emotion and behavior interact;

(Z) develop increasingly accurate images of settings portrayed in literature;

(AA) appreciate the realism that setting contributes to a story and draw parallels between fictitious settings and those personally known;

(BB) increase awareness that writers often comment on life through fiction and become interested in fictional themes; and

(CC) study propaganda techniques used in advertising.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) follow written directions including substeps;

(B) identify the form and function of the various parts of a book *and routinely use them to locate information;*

(C) use the card catalog and standard library references;

(D) interpret diagrams, graphs, and statistical illustrations;

(E) vary rate of reading according to purpose (e.g., *skimming, scanning, searching, reading thoroughly, or rereading in depth);*

(F) use a thesaurus regularly;

(G) read a news publication regularly;

(H) develop ability to critically analyze paintings and photographs;

- *(I) increase familiarity with paintings and artistic photographs and begin to identify why some are better than others;*
- *(J) expect pictures and illustrations to supplement the text in appropriate places and use them to enhance comprehension of the text;*
- *(K) increase the ability to analyze and interpret pictures and pursue ideas or messages encountered in pictures;*
- *(L) be sufficiently conscious of how to communicate with movement, gesture, and facial expression to interpret such communication accurately;*
- *(M) increase comprehension of live theatre, film, and television productions;*
- *(N) become aware of patterned movement in dance;*
- *(O) extend ability to understand relationships presented in diagrams and schematics;*
- *(P) interpret accurately the contents of charts, tables, and graphs;*
- *(Q) use polar projections and topographical maps;*
- *(R) know how the elements of a globe are translated to a flat map;*
- *(S) refer as needed to a globe for desired information; and*
- *(T) identify a variety of information sources, e.g., bookstores, museums, universities, chamber of commerce, etc.*

(5) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

- *(A) recognize and be familiar with several types of literature;*
- *(B) extend acquaintance with theatre arts;*
- *(C) find interest in some informal essays;*
- *(D) extend acquaintance with lyric, descriptive, and didactic poetry;*
- *(E) read and enjoy personally selected pieces of literature in many literary forms;*
- *(F) experience some memorable and appealing examples of poetic language; and*
- *(G) be sufficiently familiar with a body of literature and be able to identify some favorite authors, characters, and types of stories.*

(d) Reading, grade eight (1 unit). Reading, grade eight, shall include the following essential elements:

(1) Word attack skills to decode written language. The student shall be provided opportunities to:

- (A) use structural analysis: Greek and Latin prefixes and roots;
- (B) use contextual clues to determine pronunciation of words; and
- (C) use advanced dictionaries.

(2) Vocabulary and grammatical development to understand written materials. The student shall be provided opportunities to:

- (A) choose the appropriate meaning of multimeaning words;
- (B) use specialized and technical vocabulary related to specific content areas;
- *(C) correctly interpret each part of a dictionary entry, including the syllabification, pronunciation, derivation, part of speech, and the variant forms of the word such as alternative meanings, synonyms, and antonyms; and*

(D) have a sufficient sight vocabulary to read most average written communications.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(A) identify implied main ideas and related details;

(B) identify and evaluate author's point of view, purpose, and opinions;

(C) distinguish between and evaluate fact and nonfact;

(D) predict probable future actions or outcomes;

(E) arrive at a generalization from a given series of details and/or assumptions;

(F) identify the sequential order of events;

(G) perceive cause and effect relationships;

(H) recognize forms of propaganda;

(I) develop new concepts spontaneously from direct and vicarious experience, reading, study, and conversation;

(J) give a definition of any known word appropriate to the context in which it occurs;

(K) restate the direct or explicitly stated meanings in materials read;

(L) describe implicit meanings in written material;

(M) recognize altered cliches and idioms, puns, other plays on words, understatement, exaggeration, and implausible juxtapositions of words and images which are intended to be humorous;

(N) recognize and interpret similes, metaphors, and other figurative expressions accurately;

(O) recognize and accurately interpret irony, satire, and other thematic messages in literature;

(P) identify and reflect the organization of information in an outline;

(Q) take notes on what is read; distinguish main ideas from supporting or illustrative material;

(R) draw inferences and conclusions from reading;

(S) distinguish opinion from fact and bias from objectivity in news reports;

(T) recognize errors in fact or logic, incompleteness in arguments, and unsupported claims;

(U) follow complex plots in extended narratives;

(V) relate past time to present time and fictional events to one's experience;

(W) use knowledge of cause and effect to predict outcomes in fictitious situations;

(X) completely comprehend complex characterizations through description, narration, and dialogue;

(Y) identify the mood and feelings of characters, and understand and describe the interaction of emotion and behavior;

(Z) develop emphathy with characters in stories;

(AA) properly interpret the settings described in stories; and create an accurate mental or pictorial image from the verbal description;

(BB) appreciate the importance of the setting of stories and relate fictional settings to familiar real places and objects;

(CC) recognize how an author uses language to create mood and tone in a story or essay; distinguish a light or humorous tone from a heavy, tragic tone or an ironic or satiric one;

(DD) understand how a particular selection of characters and events is a commentary on life; perceive the theme of a literary work; and

(EE) understand and readily identify the methods and devices used by writers to influence others, especially propaganda techniques.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) follow complex written directions;

(B) use parts of a book such as visual aids, chapter headings and subheadings, italics, color coding, marginal notes, footnotes, jacket summaries, appendices, *list of tables, figures, and illustrations;*

(C) locate, select, and organize information from periodicals and a variety of reference materials;

(D) interpret diagrams, graphs, and statistical illustrations;

(E) vary rate of reading according to purpose;

(F) use phrasing, cadence, and stress to reflect meaning, mood, and tone in oral reading;

(G) use a thesaurus regularly;

(H) use newspapers, magazines, and television to keep informed of current events;

(I) identify the elements, relationships, and circumstances in any picture, photograph, drawing, or painting;

(J) recognize typical and unique pictures, identify features that distinguish those that are unique;

(K) immediately perceive how a picture used as an illustration relates to the text;

(L) use information gained from a picture as a basis for further exploration of a topic;

(M) follow the message of a filmstrip, picture series, or slide series;

(N) perceive the connotative or thematic message of a filmstrip, picture series, or slide series;

(O) follow the meaning of movement, gesture, and expression in extended pantomime;

(P) follow the informational message of a play, film, or video production through the combination of characters, plot, setting, and action;

(Q) interpret the implication of patterned movements in various forms of dance;

(R) read diagrams and schematics showing parts, relationships and construction steps;

(S) use information presented in charts, tables, and graphs and draw inferences and conclusions from it;

(T) secure desired information from maps of many types;

(U) understand the relationship between a world map and a globe; and

(V) use a globe appropriately; know when information is better obtained from a globe than a map.

(5) Developing literary appreciation skills to provide personal enjoyment. The student shall be provided opportunities to:

(A) recognize and be familiar with several types of literature; and

(B) read and enjoy personally selected pieces of literature in many literary forms.

LANGUAGE OF CONTENT AREAS

Hearing impaired students may readily learn certain linguistic features during the language lesson, yet demonstrate considerable difficulty in actually using these patterns during meaningful conversation. Time in formal activities is not productive if students are not then helped to generalize the use of this language to real communicative contexts. Two reasons for the failure to generalize are: (1) the language has not been learned in meaningful contexts, and (2) the language is not sufficiently practiced outside of the formal language activity. It is the teacher's responsibility to systematically program for the use of newly acquired patterns in a large variety of linguistic and environmental contexts. This includes practicing use of the new language during curricular and extracurricular areas throughout the day, such as math, science, social studies, health, physical education, fine arts, lunch, etc. It is not sufficient to informally "teach language all day long." The language goals on students' individual educational plans should be incorporated when planning instruction in the content areas.

Teachers must use their judgment in deciding how to include language practice as part of the instruction in subject matter areas. Priority during this instructional period should be given to the content of the specific academic area. Language practice is woven into that content matter. It may be appropriate to introduce new concepts using simple, familiar language patterns. After the concepts become stable, they can be practiced with more recently learned language. For example, students may best learn early addition through object manipulation or pictorial representation. Later, they should practice expressing those concepts with language. In some cases, however, it may be impossible to introduce the new concepts without using new language. Then parallel instruction in concepts and language must occur.

The incorporation of language practice into other content areas requires creativity on the part of teachers. Teachers are encouraged to introduce language practice in as informal and unobtrusive a manner as possible. In that way, students will not be substantially diverted from the focus of the lesson. The teacher can be well aware of language needing to be practiced, while to the student this practice appears to be a casual, brief diversion. Language can also be stimulated or used by the teacher during spontaneous communication outside of formal lessons (e.g., while preparing for lunch, during recess). Again, it is important that language practice not take precedence over or suppress the communicative interaction. If students demonstrate difficulty using recently acquired language outside of the language lesson, they may require a slower, more gradual transition. Perhaps a block of time could be set aside for practicing the new language, and then the language could again be incorporated into the content lesson. Struggling with both the content of the lesson and new, difficult language at the same time should be avoided.

Teaching the language of content areas requires prior analysis of the linguistic patterns present in the textbook for that subject. Some patterns in written texts do not lend themselves well to oral or signed communication. Therefore, teachers need not feel restricted to only the language in the text, but should use the textbook as a guide. This section of the supplemental curriculum provides samples of text analysis in a variety of academic areas. Only portions of textbooks have been evaluated, as teachers will have to analyze their own district's materials.

Only students with very good language skills will be able to process all vocabulary and linguistic features in a textbook. Therefore, teachers must be selective about the language they expect each student to acquire. The following guidelines are suggested in selecting language goals:

(1) Select language appropriate for the student's developmental level.

(2) Select language related to the specific content area (e.g., "Count backwards by fives") as well as patterns which might be generalized to many contexts (e.g., "A ______ is ______er than a ______."; "After you ______, ______.")

(3) In addition to new vocabulary, select other aspects of language as well, such as connected language patterns, question forms, nonliteral language, or discourse features.

(4) Although mastery of some language goals may be expected, goals can also be set at lower achievement levels. A goal might be that students are heavily exposed to some language pattern, or that they comprehend it, or that the use of the pattern is emerging. Setting every goal at the mastery level may establish unrealistic expectations for some students.

MATHEMATICS

Grade one examples
Scope: entire text

1. Vocabulary

Nouns
circle
tens, ones
minute
cents, penny, quarter
dime, nickel, dollar
whole, part
answer
problem
ruler, inch, yard
pound
temperature
computer
calendar
cup, quart

Verbs
mark
count
got
gave (away)
bought
saved
take (away)
spent
lost
cost
add
subtract
check
measure

Modifers
more, less, greater
around, under
between, before, after
then, next
different, same
first → fifth, last
missing
equal, double
half, third, fourth
right, correct, mistake
-er (shorter, longer, etc.)
each
left (remain)
fewer, greater than, less than
top, bottom
right, left

2. Connected language

Draw a line from ______ to ______.
Draw a ______ on each ______.
Color the ______.
Draw a (circle/line) (around/under) the ______.
(Mark/Write) the ______.
missing number
Count backwards by (twos/fives).
more than, greater than, less than, shorter than, etc.
hour hand, minute hand
______ minutes (before/after) ______.

3. Questions

Who has more/less?
How many ________?
How (many/much ______)(in all/are left/does it cost)?
How many more ________?
Which (one) is (more/next/bigger/different/older/etc.)?
What comes (after/before/between) ______?
What time ______?
How far ______?

4. Word Problems

Three mice were eating cheese.
Two more mice came.
How many mice are there in all?

Bill had 5 cookies.
He ate 3 cookies.
How many cookies are left?

Eight girls rode on a bus.
Two got off.
How many stayed on the bus?

5. Nonliteral language

work out the answer
make up a word story
use up all the numbers
help each other

Grade three examples
Scope: entire text

1. Vocabulary

Nouns
sum
addend
date
addition
subtraction
amount
part
piece
the rest
total
fact
calculator
coins, quarter
change, 50¢, dollar
amount
(ones/tens/hundreds) place
digit
width, length, height
distance
rectangle, square
scale
graph
inch, yard, feet, meter, kilometer
gallon, quart, pint
ounce, pound
factor
product
division
example
word problem
negative number
thermometer

Verbs
receive
use
compare
solve
list
takes, lasts (time)
round (off)
weigh
measure
multiply
load
print
divide

Modifiers
at least
whole
altogether
in order
even, odd
so far
empty, filled/full
about, around (estimation)
-est (nearest, tallest)
flat, curved
left over
until
tenth (decimals)

Nouns (cont'd)	**Verbs**	**Modifiers**
degrees		
half, third, fifth, etc.		
fraction		
decimal		
shape, triangle, cube		
rectangle, cone, etc.		
edge, corner, curve		
surface, area		
symmetry		
remainder		
input, process, output		
rules, command		
screen, keyboard, printer, disk		
program, memory		

2. Connected language

Find the (sum/difference).
Use at least (two/five/etc.).
the whole amount
the other part
______________________ (months/days/weeks/years) (from now/ago).
Put them in order from __________ to __________.
Give change for a (quarter/dime/etc.).
She has finished __________ so far.
(Do/solve) it in your head.
__________ (takes/lasts) __________ (minutes/hours).
__________ (minutes/hours) (after/before) __________.
It is (around/about) __________. (estimating)
round to (tens/hundreds)
Measure to the nearest __________.
__________ times as (big/far/etc.).

3. Questions

Which (part/problem/etc.) is ____________?
How much change do you get?
How much (bigger/farther/more/etc.) is __________ than __________?
How many (minutes/hours) from __________ until __________?
How (long/wide/far/etc.) __________?

4. Word problems

Five wagons are outside. Each has 4 wheels. There are ☐ wheels in all.

She put 2 books on each shelf. How many shelves are needed for 14 books?

5. Nonliteral language

keep an eye out for the time
back and forth
run out of room
I'll give you three guesses
move on to the next problem

SCIENCE

Grade two examples
Scope: one unit (Plants)

1. Vocabulary

Nouns
shape
size
plant
soil
sunlight
warmth
part
roots
ground
underground
stems

Verbs
name
need
live
mark (draw)
come (occur)
(e.g., plants come
in many shapes)
use
soak
place (put)
begin
fill
add

Modifiers
some, all, most
several, both
like
living
two/three of the ____
deep
important
from ____

2. Connected language

Some ______s are ______.
______s (are/have) ______. (present tense description: e.g., ''Plants have roots.'' ''Plants are living things.'')
______ (is/are) (not) like ______.
Keep the ______ (soft/wet/etc.).
______, because ______.

3. Questions

How does ________?
How do you think ________?
How can you tell ________?
What happened ________?
Do the ________s look (alike/different)?
Why ________?
How is ________ like ________?
How are ________ (alike/different)?
What parts ________?
What do ________ do?
How long ________?

4. Nonliteral language

let's find out
think it through
do it by heart

Grade five examples
Scope: two units (Classification and Geography)

A. Classification

1. Vocabulary

Nouns	**Verbs**	**Modifiers**
grouping	arrange	orderly
organism	place	whether
scientist	form	main
member, group, class	group/sort (out)	important ways
object	compare	most, part, nearly all
genus, species	suppose	often, almost always
system	separate	far more, never
those	test	scientific
a group/class of ______	find out	in order to
	observe	
	develop	
	call (to name)	
	make up (comprise)	
	made up of	

2. Connected language

Tell whether a ______ has ______.
________ belong to the group of ________.
(Sort/Separate) the ______ into ______ and ______.
________ is part of ________.
________ is something like ________.
All ________s have ________. Some ________s have ________.
________s can ________.
If you ________, you should ________.
When ________, ________.
________ belongs to ________ because ________.
________ is called a ________.
An animal that has ________ is called ________.
There are more ________s than ________s.
There are those with ________ and those with ________.
You must ________ in order to ________.
________, so that ________.

3. Questions

(In what way/How) are ________ (alike/different)?
How could you tell a ________ from a ________?
What makes you think so?
What kind of ________?
Why (do/would/etc.) ________?
How does ________ compare with ________?
What happens (when/if) ________?

4. Nonliteral language

keep it handy
from time to time

B. Geography

1. Vocabulary

Nouns

bedrock
layers, layering
materials
meter
boulder, pebble, grain
particle
sample
prediction
evidence
records
sediment
coating
mineral
cement
period of time
model
the past
clue
volcano
flood
river bank
markings
geology (-ist)
force
label
fossil
energy fuel
environment
condition
conservation
hypothesis

Verbs

test
predict
depends on
wash away
take up (space)
wear off
runs (water)
settle (particles)
deposit
comes from
is made (up/out) of
acts like
dissolve
evaporate
slant
contains
overflow
dry (out/up)
infer
takes place
observe
explore
discover
collect
waste
decay

Modifiers

entire
unlike
no longer
common, rare
crumbling
firm, solid
ancient
medium, fine
coarse, gritty
dusty
once
over the years
mostly
thick
during
above sea level
a piece of

2. Connected language

________ are ________er than ________.
It was once a ________.
________ (caused/is caused by) ________.
________ comes from ________.

3. Questions

(Why/How) (might/could) ________?
Which do you predict ________?
What sort of ________?
How can you tell ________?
What makes you think so?
What was ________ like?
(How/Where/Why/etc.) do you suppose ________?
How (can it be/did it come to be) that ________?
What does this suggest?
Can you suggest why ________?

4. Nonliteral language

a key to the past

HEALTH

Grade four examples
Scope: one unit (Caring for Eyes and Ears)

1. Vocabulary

Nouns
iris
pupil
lens
retina
optic nerve
lining
injury
specialist
disease
eardrum
cochlea
auditory nerve
voice
safety
vibrations
liquid
blows (to the ears)
difficulty
buzzing/ringing
pain

Verbs
involve
allow
keep safe/clean
control
called (name)
directs
keep dirt/sun/germs out
check (eyes)
protect
harm
enter
avoid
strain
prescribe
treat
recognizes
ring (a bell)
vibrate
connected
harm
reduce
develop (hearing problems)

Modifiers
the back of ______
special
dim
important
possible
frequent
similar
a great deal
a certain part
part of
familiar
protective
different from

2. Connected language

________ begin to ________.
________ help (who) (what).
________ that ________.
________ (is/looks) like ________.
(As/When) ________, ________.
________ is made up of ________.

3. Questions

Guess who ________?
Why ________?
Is ________ (longer/taller/wider) than the others?
How do ________ help you ________?
How can ________?
What are some ways to ________?
How else do ________?
What (other/else) can you think of?

4. Nonliteral language

build up (e.g., "Dirt builds up in the ears.")
get along (in the world/with others)

Grade six examples
Scope: one unit (Diet)

1. Vocabulary

Nouns

eating
exercising
energy
cells
fuel
diet
nourishment
habits
nutrition
nutrients
substance
source
vitamin
body tissues
chemical reaction
protein
carbohydrate
body functions
wastes
deficiency
experts
calories
healthy
calcium
snack
consumer

Verbs

enjoy
provides
repair
tell (to know)
regulate
convert
eliminate
contain
supply
develop
select
allow
include

Modifiers

just as (you need food)
physical
mental
affected
balanced (diet)
in fact
certain
proper
based on
a slice of
artificial
fad (food)
overweight

2. Connected language

The more ________, the more ________.
________ because ________.
As you ________, you ________.
________ that ________. (e.g., "These are the foods that you need.")
________ (is/are) ________ed ________. (passive: "Nutrients are needed for growth.")
(That/This) is why ________.
By ________ing, ________. (e.g., "By eating properly, you will remain healthy.")

3. Questions

How do we know (that/how much/if) ________?
What happens when ________?
How can you be sure that ________?

4. Nonliteral language

skinny as a rail
eat like a horse

PHYSICAL EDUCATION

Primary level examples
Scope: two units (Games and Exercise)

A. Games

1. Vocabulary

Nouns	Verbs	Modifiers
base	jog	(far/fast/etc.) -er/est
fielder	sprint	out
home-run	dash	in pairs
fly	time (a race)	side by side
helmet	steal	down the field
net	call (a strike)	uphill
trophy	punt	proud
tie	compete	sore (loser)
good sport	follows	team (spirit)
	try out	then, next, after that
	beat	

2. Connected language

(After/Before) ________, ________. (e.g., "After you hit the ball, run to first base.")
________ is for ________ing. (e.g., "That knife is for cutting meat.")
________ to + VERB ________. (e.g., "He likes to play football.")
________ know how to ________. (e.g., "She knows how to play hockey.")
If ________, (then) ________. (e.g., "If you make a basket, you get two points.")

3. Questions

How do you ________?
What should you do after you ________?
Why ________?
Can you give the rules for ________?

4. Nonliteral language

as fast as you can
steal a base
one down, two to go
down in the dumps
from side to side
what a bummer

B. Exercise

1. Vocabulary

Nouns	**Verbs**	**Modifiers**
warm-ups	touch	forward
stomach	raise, lower	backward
chest	stretch	fit
muscles	run in place	sore
upper body	twist	cool-down
partner	develop	
meter	swing	
sit-ups	bend	
mat	face	
	repeat	

2. Connected language

(see connected language under unit on Games)

3. Questions

Do you know how to ________?
Did you ________ before you ________?
Why is it best to ________?
What would you do if ________?
How should you ________?

4. Nonliteral language

as fast as you can
as slow as a turtle

FINE ARTS

Primary level examples
Scope: one unit (Potato Printing)

1. Vocabulary

Nouns	Verbs	Modifiers
ink	stamp	again and again/over and over
print	cut it out	wet/dry
pattern	mix/stir	sticky
design	choose	sloppy
	clean up	favorite
	looks like	

2. Connected language

________ (have to/want to/need to/decide to) ________.
(Before/After) ________, ________.
________ is for ________ing.
________ until ________.

3. Questions

Who would like to ________?
How do you ________?
Which ________?
What kind of ________?

4. Nonliteral language

one at a time
take turns

SOCIAL STUDIES

Grade one examples
Scope: one unit (People and Families)

1. Vocabulary

Nouns
family
earth
map
south, north
west, east
direction
place
shelter
the same way
outdoors
city, town
kind
land
trailer
tent
Eskimo
summer, winter
log house
igloo

Verbs
need
live
look like
move (relocate)
hunt
travel
called (named)

Modifiers
all
ever
together
sometimes

2. Connected language

________ is for ________.
________s (are/have) ________.
________ needs ________ to ________. (e.g., "People need food to live.")
(All/Some) ________s (have/are) ________.
________ is called ________.
All basic sentence patterns.

3. Questions

How are ________ (the same/different)?
What does ________? (e.g., "What do Eskimos eat?")
How do ________? (e.g., "How do children help their families?")
Where ________?
What does ________ look like?
Why ________?
How is ________ like ________?
How can you tell?
In what direction ________?
What kind of ________?
What is ________ made of?

4. Nonliteral language

make believe
all (day/year) long
from place to place

Grade five examples
Scope: one unit (The Pioneers)

1. Vocabulary

Nouns
settlers
settlement
lives
rights
buckskin
gap
frontier
attack(s)
adventure
heritage
clearing (in the woods)
knowledge
movement
wilderness
valuable
(pioneering) spirit

Verbs
settle
head (west)
track/roam/explore
continue
grow (angry/sad)
imitate
capture
warn
adopt
rescue
boarded
flood
floated
(ideas) spread

Modifiers
hundreds of thousands
westward
rich (meadows)
dangerous

2. Connected language

________ is made of ________.
________ nothing except ________.
________ except for ________.
________ (was/were) (taken/captured/killed) by ________.
________ who ________.
________ where ________.
________ (wide/tall/etc.) enough for ________.
________ (became/seemed) to ________.
________ learn how to ________.
________ (had to/decided to/was, were determined to) ________.
________ came from ________.
It took (how long) to ________.
_ ______ (lasted/stayed) from ________ to ________.

3. Questions

What about ________?
How did ________ (learn/use) ________?
Why (did/was) ________?
What advantages did ________ over ________?

4. Nonliteral language

drive out (the Indians)
as far as the eye could see
secrets of the woods
took off for/set out for
slipped out of
far from comfortable
piece by piece
poured into (e.g., "Settlers began pouring into Kentucky.")

DEVELOPMENTAL AREAS

The Texas Statewide Curriculum for the Deaf is comprised of two major sections. The first section contains the eight areas of the curriculum, which include goals for academic subject areas. The second section contains the eight developmental areas of the curriculum: vocational competence and attitude, self-concept strength, economic awareness and realism, family relationships, productive use of leisure time, social relationships, communication, political rights and responsibilities. These are special aspects of development which transcend subject matter learning and may require special attention for hearing impaired students. Because these areas do not easily correlate with the essential elements, they are inserted as a separate unit. Teachers are encouraged to select goals from these areas when developing units of instruction. In addition, many essential elements can be taught through developmental areas.

VOCATIONAL COMPETENCE AND ATTITUDE

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. Identify Vocational Goals

A.1. become aware of workers in the environment

A.2. begin to understand how each worker contributes to the good of a community

B. Accept the Conventions and Requirements of Work

B.1.a. become aware of the sequence of events (structure) in the day's activities

B.1.b.1. function effectively for short periods of time without the teacher's presence and control

B.1.b.2. begin to accept small responsibilities such as feeding animals, cleaning up, and helping with routines

B.1.c.1. accept delay or postponement for short periods of time

B.1.c.2. learn to take a turn and wait for a turn

B.1.c.3. have increasing control over the expression of emotions; express them most of the time in socially acceptable ways

B.1.h. participate in group activities for short periods of time: as a contributing member on some occasions; as a passive participant on some occasions; and as a creative or divergent participant

B.1.i. develop awareness of safety rules and exercise caution in potentially dangerous situations in the classroom, on the street, at home, and in vehicles

C. Develop Specific Occupational Skills

C.1.a. develop communication skills

C.1.b. continue to develop and refine physical-motor skills

D. Feel Satisfaction in Productivity

D.1. feel satisfaction in the completion of extended tasks

Grades One, Two, Three
Developmental

The student will:

A. Identify Vocational Goals

A.1. continue to develop and expand an awareness of workers in the community and to associate workers with the contribution each makes

A.2. initiate attempts to satisfy personal needs and those of others

B. Accept the Conventions and Requirements of Work

B.1.a.1. participate each morning in planning the day's schedule, including special happenings, classes, and other activities for that day

B.1.a.2. perform daily routines or duties; assume added responsibility as the need arises during the day

B.1.b.1. begin to anticipate and make preparation for successive activities, use spare time constructively, and move from activity to activity with independence and self-direction

B.1.b.2. begin learning to accept responsibility for personal actions

B.1.b.3. function effectively without supervision for longer periods of time; independently find activities of interest as well as help others who need help

B.1.b.4. exercise care in following directions for use of materials and equipment used by children

B.1.b.5. know where materials and equipment are kept; in a given period of time anticipate when to stop, allowing time to neatly put away materials

B.1.c.1. participate in more activities that motivate and develop an attitude of waiting and taking turns

B.1.c.2. begin to understand and reason about social incidents and situations so that behavior and emotions are controlled and redirected toward social acceptance

B.1.c.3. readily adjust to postponement for longer periods of time; plan and use the interim for constructive activities

B.1.h.1. participate in group activities for longer periods of time

B.1.h.2. become an interested and helpful member of the class; begin to recognize oneself as an integral part of the group, though one's actual role may be small

B.1.h.3. perform well and comfortably in a follower role

B.1.h.4. begin to develop leadership abilities in such ways as delegating assignments, making suggestions, initiating activities, organizing workers, and following through to the completion of a task

B.1.h.5. begin to take responsibility for organizing activities and for housekeeping and monitoring duties

B.1.i.1. remember to follow general safety rules, being cautious and cautioning others in potentially dangerous situations

C. Develop Specific Occupational Skills

C.1.a. expand communication skills, especially in group situations

C.1.b. further refine motor skills, through using simple hand tools, writing, coloring, drawing, painting, catching a ball, throwing a ball to hit a target, and various jump rope skills

D. Feel Satisfaction in Productivity

D.1. begin to relate short term goals to the achievement of a long term goal

Grades Four, Five, Six
Developmental

The student will:

A. Identify Vocational Goals

A.1.a. begin to distinguish occupations which hearing impaired people can pursue successfully from those they cannot

A.1.b. identify clusters of related occupations

A.1.c. begin to identify one's special talents and skills

A.2.a. begin to distinguish job satisfaction from job earnings

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A.2.b. begin to understand that jobs which are not prestigious are not necessarily degrading to one' self-respect

A.3. experience pleasure in the independence which allowance, gift money, and earnings affor

B. Accept the Conventions and Requirements of Work

B.1.a.1. be on time for regular obligations unless there is a legitimate excuse

B.1.a.2. be ready for regular obligations

B.1.b.1. begin to accept the consequences of not meeting obligations on time

B.1.b.2. be generally dependable in fulfilling class and home responsibilities

B.1.b.3. take care of personal and school property with less and less direction

B.1.b.4. be increasingly self-directing in the absence of close teacher supervision

B.1.c.1. wait one's turn graciously

B.1.c.2. control one's behavior in group situations and assist others in doing so

B.1.d. accept tasks assigned in group projects

B.1.e. generally attend to the task at hand; increasingly resist distraction

B.1.f. not pretend sickness to avoid the unpleasant consequences of failure to complete assigned task

B.1.g. undertake and complete longer and longer tasks under supervision

B.1.h. work cooperatively with others in group tasks

B.1.i. follow established safety rules in familiar situations and perceive and avoid potential danger in unfamiliar ones

C. Develop Specific Occupational Skills

C.1.a. expand communication skills, especially in following directions related to a task, and develo a basic vocabulary related to the world of work

C.1.b. develop several well-refined physical motor skills with general applicability

D. Feel Satisfaction In Productivity

D.1. communicate spontaneously about how much one has accomplished in a period of time or abo how long a particularly difficult task took to complete

Grades Seven, Eight, Nin
Development

The student will:

A. Identify Vocational Goals

A.1.a. begin to relate one's special aptitude to occupations which exercise or require those aptitud and which are open to hearing impaired people

A.1.b. state which occupations one might be interested in

A.1.c. begin to speculate about one's future career

A.2.a. identify tasks in which one takes special satisfaction because they are done well

A.2.b. clearly identify jobs which degrade the self-respect of the worker

A.3. relate the financial restrictions under which one must live to dependence on others for support

B. Accept the Conventions and Requirements of Work

B.1.a.1. begin to budget time to meet all obligations

B.1.a.2. be punctual in most situations

B.1.b.1. function effectively in independent activity

B.1.b.2. carry out all tasks assigned

B.1.b.3. demonstrate active concern about the care and proper disposition of personal and school property

B.1.c. control dislikes and frustrations when working with others

B.1.d. complete assigned tasks in group projects

B.1.e. begin to seek efficiency in work; try to complete tasks in minimum time

B.1.f. attempt to surmount minor illness or discomfort so that planned activities are not missed

B.1.g. undertake and complete longer tasks with little or no supervision

B.1.h. function smoothly in group projects, contributing as much as possible, and seeking to insure that all necessary tasks are done

B.1.i. follow safety procedures in all situations as a matter of course

C. Develop Specific Occupational Skills

C.1.a. extend familiarity with the terminology related to several specific occupations and interact efficiently in task-related activities

C.1.b. operate several tools and pieces of equipment that have occupational value

D. Feel Satisfaction in Productivity

D.1.a. spontaneously attempt to do as much as one can in a given period of time

D.1.b. take pride in accomplishing more than others in specific periods of time

D.3. begin to see how much more productive organized groups can be than individuals working alone

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. Identify Vocational Goals

A.1.a. know personal vocational interests and be aware of personal aptitudes as well as limitations, including the impact of deafness on these

A.1.b. know that there are vocational alternatives and explore these alternatives

A.1.c. know tasks related to several areas of vocational interests and narrow choices concerning future occupation

A.2. differentiate between those occupations which contribute to one's self-respect and those which degrade one's self-respect

A.3. take pride in working toward obtaining financial independence through gainful employment

B. Accept the Conventions and Requirements of Work

B.1.a. learn the value of time and its utilization (for example, how it affects the quality of work, how it affects co-workers, and how it affects the worker personally)

B.1.b. perform necessary daily tasks without being told, and have the incentive to assume added responsibilities as they arise

B.1.c. have a basic understanding of human behavior; control emotions and cope with the behavior of others appropriately

B.1.d. have a working knowledge of the basic requirements for particular kinds of work, and fulfill these requirements daily when called upon to do so

B.1.h.1. know how to work cooperatively with fellow students and/or employees

B.1.h.2. give others directions, take directions, and delegate responsibility when needed

C. Develop Specific Occupational Skills

C.1.a. develop greater command of technical vocabulary and skill in work-related communications

C.1.c. develop some basic competence in various areas of employment

D. Feel Satisfaction in Productivity

D.1.a. establish long-range goals for oneself, determine the criteria for achieving these goals, and achieve these goals

D.1.b. be creative in work to achieve worthwhile results for oneself, one's co-workers, and one's organization

E. Be Aware of Community Resources

E.1. explore community resources and become aware of what is available in terms of receiving help in choosing and maintaining an occupation

Adult Skills
Developmental

The student will:

A. Identify Vocational Goals

A.1. have realistic vocational objectives based upon interests, aptitudes, knowledge, and limitations, including one's deafness

A.2. elect occupations in which one can maintain and increase self-respect

A.3. become economically independent and self-supporting

B. Accept the Requirements and Conventions of Work

B.1. have developed some knowledge and vocabulary of the requirements of the world of work, including punctuality, responsibility, self-disciplining, doing an assigned job, using time wisely, avoiding unnecessary absence, perseverence, cooperation, and safety procedures

C. Develop Specific Occupational Skills

C.1. have developed some specific vocational skills such as sufficient knowledge of terminology of one's vocational area to communciate effectively about it, necessary physical-motor skills, and basic mastery of manipulative tasks related to the vocational area

D. Feel Satisfaction in Productivity

D.1. take pride in the quantity and quality of what is produced

D.2. set goals of improvement and efficiency to strive toward

E. Be Aware of Community Resources

E.1. have substantial awareness of community resources that can be of vocational assistance

F. Be Aware of Employment Procedures

F.1. know where to go to apply for a job

F.2. fill out application forms and behave properly in interview situations

F.3. understand the nature and purpose of special forms that must be completed prior to employment, such as tax withholding forms, group insurance applications, or affidavits of citizenship

F.4. determine where to report for work, when, and to whom

SELF-CONCEPT STRENGTH

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. *Become Increasingly Independent*

A.1.a. *gain a sense of independence through personal accomplishments (for example, walk, build, manipulate)*

A.1.b. *take care of personal needs to the extent of dressing and undressing, washing, and toileting, and all feeding*

A.2. *feel comfortable in the school setting independent of parental presence*

B. *Develop Increasing Self-Respect and Confidence*

B.1. *begin to understand and accept personal handicaps*

B.2.a. *expect praise and recognition from significant others for the accomplishment of motor tasks*

B.2.b. *communicate with adults without fear of correction*

C. *Develop Increasing Physical Competence*

C.1. *begin to understand motor skills can be combined to achieve self-identified goals*

C.2. *realize an effect can be caused in the environment*

D. *Develop Increasing Intellectual Competence*

D.1. *try alternatives in solving problems and seek help when solutions fail*

D.2. *express and satisfy curiosity about a widening variety of things*

D.3.a. *develop communication skills that are comfortable*

D.3.b. *use a communication system to interact effectively with the environment*

F. *Interact Successfully with Others*

F.1. *feel sympathy and concern for others*

G. *Develop Strong Affiliations with Others*

G.1. *promote and deepen loving relationships with parents*

Grades One, Two, Three
Developmental

The student will:

A. *Become Increasingly Independent:*

A.1. *develop some responsibility and organization in the care of personal and school property*

A.1.b. *achieve noticeable self-awareness of when to replenish school supplies and independently notify the person responsible for meeting this need*

A.2. *operate independently of the teacher in a learning situation (for example, in learning centers where a child serves as teacher)*

B. *Develop Increasing Self-Respect and Confidence*

B.1.a. *begin to accept one's handicap as a matter of fact and expand the means by which it can be overcome*

B.1.b. *further develop and strengthen self-image by learning to name body parts and the uniqueness of one's appearance*

B.2. *respond positively to praise or recognition for accomplishments from persons of significance in all settings*

C. *Develop Increasing Physical Competence*

C.1. *increase one's sense of competence by developing finer motor skills, as well as refining control of gross movements (for example, jumping, skipping, throwing a ball, catching a ball, bouncing a ball, and eye-hand coordination activities such as coloring within a given area, and drawing a continuous circle)*

C.3. *develop awareness of when rest is needed, what to do when hurt, and when to wash to achieve personal cleanliness*

C.4. *develop manual dexterity skills prerequisite to fluent manual communication and handwriting*

D. *Develop Increasing Intellectual Competence*

D.1. *develop increasing ability for independent problem solving*

D.2. *develop a basic store of general information and begin to volunteer this knowledge to others*

D.3.a. *expand the communication skills necessary for self-expression*

D.3.b. *expect adult acceptance of communication in formal situations, but begin to accept some systematic correction and refinement of these communications*

E. *Grow in Productivity*

E.1. *call attention to one's accomplishments and receive reinforcement for them*

F. *Interact Successfully with Others*

F.1. *feel and express sympathy and concern for others*

F.2. *through a succession of experiences, feel sufficiently cared about by others to seek their help when needed*

G. *Develop Strong Affiliations with Others*

G.1.a. *be aware of the needs and desires of others*

G.1.b. *develop natural preferences for playmates*

Grades Four, Five, Six
Developmental

The student will:

A. *Become Increasingly Independent*

A.1.a. *be aware of and feel responsible to care for school and community property*

A.1.b. *organize and adjust workload to the daily routine and schedule independently of supervisors*

A.1.c. *spontaneously follow safety rules for personal protection*

A.2. *function happily and productively in solitary situations*

B. Develop Increasing Self-Respect and Confidence

B.1.a. *accept one's handicap and recognize that it does not diminish one's worth*

B.1.b. *develop understanding of changes taking place in the body at this time*

B.1.c. *place special emphasis on personal hygiene and health habits, cleanliness, grooming, and selecting clothing appropriate for informal and formal occasions and proper for the season*

B.2. *continue to experience praise and recognition for accomplishments from important persons*

B.3. *realize that a person can modify personal behavior and know that someone will help, if needed*

C. Develop Increasing Physical Competence

C.1.a. *coordinate motor skills for group games and more advanced personal activities (for example, baseball, volleyball, basketball, swimming, football, golf, or tennis)*

C.1.b. *establish eye-hand coordination control and participate with success in handwriting, art, and craft activities*

C.1.c. *use experiences of personal success and failure to select preferred and more complex activities to develop for present and future use; perfect the complex set of motor skills these require*

D. Develop Increasing Intellectual Competence

D.1. *continue to develop ability for independent problem solving and a feeling of confidence that solutions will be accepted*

D.2. *show increasing awareness of one's expanding command of facts, concepts and skills*

D.3.a. *continue to expand total communication skills using voice, inflection, timely idioms, one-word answers and phrases, as well as complete thought sentences, oral, written and/or signed; and by participating in dramatic activities*

D.3.b. *accept help to clarify the expression of more complex ideas in informal and meaningful situations*

D.3.c. *extend communication skills to meet personal needs in an expanding environment—home, school, church, community*

E. Grow in Productivity

E.1.a. *accomplish increasing amounts in any given period of time*

E.1.b. *call attention to how much has been accomplished in a given work period*

F. Interact Successfully with Others

F.2. *accept help and be willing to do remedial work to develop skills necessary for participation in activities that promote acceptance in peer group*

F.4.a. *feel personally enhanced by the friendship received from others*

F.4.b. *be invited and selected to participate in activities in which one excels (for example, art, sports, or theatre arts)*

F.4.c. *compete confidently and have a desire for recognition of personal accomplishments*

G. Develop Strong Affiliations with Others

- *G.1.a.* *move well beyond egocentric concern for self, be concerned about others and recognize their concerns*
- *G.1.b.* *become aware of environmental needs and begin to feel a responsibility for changing the environment*
- *G.3.* *identify with larger social units and develop school and community spirit*
- *G.4.* *call attention to personal assets but understand that a person is accepted because of what he or she is and not because of appearance*

Grades Seven, Eight, Nine
Developmental

The student will:

A. Become Increasingly Independent

- *A.1.a.* *spontaneously look after most of one's own needs*
- *A.1.b.* *keep track of and care for belongings*
- *A.2.* *consciously accomplish most tasks without assistance from others*

B. Develop Increasing Self-Respect and Confidence

- *B.1.a.* *perceive one's handicap in the perspective of more universal human problems and begin to help others overlook it*
- *B.1.b.* *be concerned about personal appearance*
- *B.1.c.* *be comfortable with the physical changes that occur after the onset of puberty*
- *B.1.d.* *become more aware of one's own personality and consider an ideal self-image to work toward*
- *B.2.a.* *distinguish more accurately the kind of behavior for which recognition and praise can be expected*
- *B.2.b.* *begin to feel some commonality or kinship with all other human beings*
- *B.3.* *increase an awareness that one can direct one's own knowledge and skills to solve problems independently*

C. Develop Increasing Physical Competence

- *C.1.a.* *further develop one's athletic skills and work toward success in group or individual sports*
- *C.1.b.* *extend manipulative skills through the use of more complex tools and implements*
- *C.1.c.* *actively develop both command of and pleasure in personally satisfying physical activities*

D. Develop Increasing Intellectual Competence

- *D.1.a.* *begin to predict the results of alternative actions or solutions*
- *D.2.* *significantly increase one's store of general information*
- *D.3.a.* *significantly increase one's vocabulary*
- *D.3.b.* *confront more situations that demand complex communication*

D.3.c. refine through practice the ability to express and receive complex communication

E. Grow In Productivity

E.1.a. begin to predict with reasonable accuracy how much can be accomplished in a particular period of time

E.1.b. be pleased with personal accomplishments that turn out especially well

F. Interact Successfully with Others

F.1.a. take an interest in others and see oneself as capable of helping others with their problems

F.2. feel worthy to seek assistance from friends and from other hearing people

F.3.a. accurately identify facial expressions and behaviors associated with different feelings in personal interactions

F.3.b. be relatively free from fears about what others may be thinking or saying about one's self

F.4.a. enhance one's self-image through relationships with others

F.4.b. modify one's behavior to attract rather than alienate peers

G. Develop Strong Affiliations with Others

G.1. experience and extend strong affection to others

G.3. find part of one's identity in relationships with individuals and groups

G.4. think of one's self as capable and desirous of close personal relationships

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. Become Increasingly Independent

A.1. seek assistance to accomplish a difficult task or put forth extra effort to accomplish it alone

A.3. feel secure and be independent in making decisions after exploring all possibilities

A.4. feel capable of responding effectively when confronted with demands made by individuals or society

B. Develop Increasing Self-Respect and Confidence

B.1.a. be sufficiently comfortable with one's handicap; not to allow a handicap to interfere with goals and activities

B.1.b. have developed a sense of physical well-being and pride in one's personal appearance by paying careful attention to personal hygiene and grooming

B.1.c. have a positive concept about one's physical person and a respect for one's own body

B.1.d. know oneself and assess strengths and weaknesses realistically

B.2. accept oneself as a person who makes mistakes as well as one who succeeds; live with this concept; and live with the concepts other people have of oneself

B.3.a. feel good about oneself as a result of increasing competence in various skill areas and developing more assurance in undertaking social endeavors

B.3.b. understand personal emotions and cope with personal feelings

C. Develop Increasing Physical Competence

C.1.a. assume responsibility for personal property as well as the property of others

C.1.b. utilize physical skills to take care of needs, fix things, solve problems, and perform job-oriented tasks

D. Develop Increasing Intellectual Competence

D.1.a. feel positive about one's ability to solve difficulties

D.1.b. try alternative solutions to problems and weigh the results of these endeavors according to their relative effectiveness

D.2. have a substantial base of knowledge and skills at one's command and find it of practical use in daily life

D.3.a. become more resourceful in knowing how to clarify and express more complex ideas through study and practice in communication

D.3.b. communicate effectively with more people by continuing to maintain and enhance communication skills with continual remediation and development

E. Grow in Productivity

E.1.a. feel satisfaction in the completion of tasks

E.1.b. take pride in the quality of what is accomplished

E.1.c. see oneself as a capable and worthy individual as a result of what is accomplished

F. Interact Successfully with Others

F.1. feel confident about interacting with others as one realizes that some problems are shared with other people

F.3. understand that others have the same feelings and recognize these feelings in other people

F.4.a. explore all of one's capabilities as a self-sufficient member of society and feel accepted in the deaf and hearing society

F.4.b. be aware of one's usefulness in society and feel one is making a contribution to the local community

G. Develop Strong Affiliations with Others

G.1. perceive that a significant portion of one's personal strength rests on the relationships that have been formed

G.2. excuse personal mistakes and those of others in the pursuit of relational or group roles

G.3. identify and value the personal contributions made to personal and group relationships

G.4. form close relationships with several individuals of the same and the opposite sex

The student will:

A. Become Increasingly Independent

- *A.1. maintain one's maximum level of self-sufficiency*

B. Develop Increasing Self-Respect and Confidence

- *B.1. like, accept, and be comfortable with oneself despite one's deafness*
- *B.2. feel worthy as an individual and feel accepted*
- *B.3. feel strong enough to cope with any problem or difficulty*

C. Develop Increasing Physical Competence

- *C.1. have a strong but realistic image of one's physical strengths and abilities and use skills to accomplish personal or occupational tasks*

D. Develop Increasing Intellectual Competence

- *D.1. accept or adopt alternative behaviors or solutions when initial efforts do not succeed*
- *D.2. perceive oneself as a knowledgeable individual*
- *D.3. feel competent to achieve satisfactory communication on any matter in any situation*

E. Grow in Productivity

- *E.1. feel productive, effective, and satisfied as a result of work*

F. Interact Successfully with Others

- *F.1. realize that personal problems are shared by others and that they are similar to different problems faced by all others*
- *F.2. seek assistance when one needs it from the appropriate source*
- *F.3. accurately assess what others are thinking or feeling*
- *F.4. continually enhance one's self-image as a result of interactions with others*

G. Develop Strong Affiliations with Others

- *G.1. extend concerns and affection over a wide spectrum of individuals and groups*
- *G.2. understand that a person can be accepted even after making mistakes or failing to meet others' expectations*
- *G.3. have a feeling of belonging to and being valuable as a contributor to the group and community*
- *G.4. recognize the value of close relationships and work to enhance and preserve them*

ECONOMIC AWARENESS AND REALISM

Pre-kindergarten, Kindergarten
Developmental

The student will:

- *A. Be Aware of Economic Values*
  - *A.1. begin to understand that money is a medium of exchange*
  - *A.2. become aware that things (familiar goods and services) cost money*
  - *A.4. experience the denial of some wants*
  - *A.5. become aware that someone in the family works to earn money*
- *B. Understand How Money is Earned and Paid*
  - *B.1. become aware of a widening variety of occupations*
- *C. Understand How Money is Wisely Spent*
  - *C.1. participate in making simple purchases for personal use*
- *D. Understand How and Why Money is Saved*
  - *D.2. begin saving small amounts for short periods of time*
- *F. Desire Financial Independence*
  - *F.1. realize that parents must be asked for money or to supply personal wants and needs*

Grades One, Two, Three
Developmental

The student will:

- *A. Be Aware of Economic Values*
  - *A.1.a. recognize coins and know their value*
  - *A.1.b. buy one's own lunch and expect correct change*
  - *A.1.c. make small purchases of less than a dollar independently*
  - *A.1.d. fully understand that things that are desired must often be paid for*
  - *A.2. become aware that different objects cost different amounts*
  - *A.4. experience the consequences of spending money on wants and not having enough left to supply needs*
- *B. Understand How Money is Earned and Paid*
  - *B.1. distinguish a growing number of occupations and express attraction for some*
  - *B.2. earn small sums by performing specified tasks*

C. Understand How Money is Wisely Spent

C.1. experience spending all one's money and being denied more for several days

C.2.a. begin to distribute spending over longer periods of time; plan ahead

C.2.b. accept the responsibility for the safekeeping of one's money and begin to develop habits of keeping track of it

C.12. understand that all purchases over ten cents are subject to sales tax

D. Understand How and Why Money is Saved

D.2.a. spend money saved for a larger purchase than usual, preferably something desired for a longer period of time

D.2.b. willingly assume regular savings in some kind of home bank

F. Desire Financial Independence

F.1. grow increasingly aware of dependence on parents for money; have many wants left unsatisfied

F.4. be entrusted with small sums of money and held accountable for its management (for example, being given a dollar to make a small purchase and bringing back all the change)

Grades Four, Five, Six
Developmental

The student will:

A. Be Aware of Economic Values

A.1.a. make correct change of any amount

A.1.b. make many small purchases independently

A.1.c. understand that when something is found, it is not necessarily one's possession; completely reject all forms of theft

A.2. accurately estimate the relative value of any set of familiar objects

A.3.a. estimate within 25% the absolute value of a wide variety of small familiar objects

A.3.b. begin to estimate the absolute value of larger, more expensive, and less familiar objects

A.4.a. manage personal resources so as to consistently take care of needs and still satisfy some wants

A.4.b. know when to lend belongings and not to lend something needed personally; apply the same standards to borrowing from others

A.5. become aware that rewards are often dependent on the quality of what a person does

B. Understand How Money is Earned and Paid

B.1. learn in some detail the nature of several occupations and intensify an interest in some of them

B.2.a. earn money more frequently by being responsible for regular and larger tasks

B.2.b. associate the immediacy and amount of monetary payment with the speed and quality of work performed

B.5. be paid more for tasks one does well than was paid originally

C. Understand How Money is Wisely Spent

- C.1. have an allowance or a regular sum of money to take care of school supplies and personal needs and wants which is managed so that all needs are met
- C.2.a. plan purchases ahead of time, estimate their cost, and have adequate funds to cover them
- C.2.b. allocate funds over the allowance period and rarely be without some money
- C.12. automatically expect to pay a sales tax and estimate how much it will be for any purchase

D. Understand How and Why Money is Saved

- D.1.a. open a savings account at a bank or a savings and loan company and make regular deposits in this account
- D.1.b. keep careful track of a personal savings account passbook
- D.1.c. recognize passbook entries representing deposits, withdrawals, and balances
- D.1.d. understand the concept of interest and recognize passbook entries for interest earnings
- D.2. set a goal of purchasing a large object and systematically save money until the purchase can be made

F. Desire Financial Independence

- F.1.a. begin to have control over personal funds, especially that which has been earned
- F.1.b. as a result of saving and budgeting, gain a growing sense of financial independence
- F.2. no longer lose money, accept incorrect change, or evidence other mismanagement of funds
- F.4.a. be entrusted with moderate sums (up to five dollars) to make specified purchases for the family or for personal use
- F.4.b. be completely dependable in handling money entrusted by others, always making only the specified purchase and returning the correct change
- F.4.c. receive larger sums of money as gifts and allocate it between "wish" spending, "need" spending, and saving in a reasonable way

Grades Seven, Eight, Nine
Developmental

The student will:

A. Be Aware of Economic Values

- A.1.a. make all purchases with complete assurance of correct payment and change
- A.1.b. postpone purchases that cannot be afforded
- A.1.c. become aware of what given amounts of money will buy, even when the amounts are greater than one is used to managing
- A.2. estimate the relative value of familiar items
- A.3.a. judge with increasing accuracy the absolute value of larger, less familiar, and more expensive goods and services
- A.3.b. compare the prices of familiar items across brands and suppliers and decide which are the better values and which, if any, brands are overpriced

A.4. *take a more active role in making purchases that supply needs, especially clothing, comparing prices as well as styles before selecting the best buy*

A.5. *attempt to earn greater amounts by working faster, harder and more accurately*

A.6. *offer to do jobs for amounts one specifies and judges to be fair*

B. *Understand How Money is Earned and Paid*

B.2. *know the difference between wages, salary, and self-employment earnings*

B.4.a. *know the general training requirements for entry into most occupations*

B.4.b. *begin to identify the training one must have to obtain jobs that are of interest*

C. *Understand How Money is Wisely Spent*

C.1. *become responsible for larger sums with which to supply a larger proportion of needs*

C.2.a. *keep a written record of receipts and expenditures for an extended period of time*

C.2.b. *rarely, if ever, ask for extra money beyond allowances*

C.2.c. *plan how much money must be earned beyond an allowance to obtain special wants*

C.3. *make a purchase on a layaway plan*

D. *Understand How and Why Money is Saved*

D.1. *continue to make regular and larger deposits in a savings account*

D.2. *systematically save over several months for gift purchasing for members of the family, withdraw the amount planned, and make purchases*

D.3. *divide one's savings into long-term accumulation plus emergency funds and delayed purchase funds*

D.4. *compare one's interest earned to that earned in other types of accounts*

D.5. *compute what one's interest on savings should be for a given quarter and verify that the interest received is correct*

F. *Desire Financial Independence*

F.1. *have primary control over more of the money designated for needs and wants*

F.2.a. *feel increasingly responsible for the management of all immediate financial affairs*

F.2.b. *accept as a matter of course the limits of what the money available will buy*

F.3. *consciously avoid making money demands on parents by earning as much as possible of one's own money and managing personal resources carefully*

F.4.a. *be entrusted with sums of up to $20.00 to make specified purchases for self or the family*

F.4.b. *monitor some portion of the family's budget over an extended period of time*

F.4.c. *show increasing maturity in spending and saving of gift funds*

The student will:

A. Be Aware of Economic Values

- *A.1.a.* *open a checking account and learn to use the check register to monitor funds*
- *A.1.b.* *distinguish within any given set of goods those which can be afforded from those which cannot*
- *A.2.a.* *identify in advertisements those items which are good buys*
- *A.2.b.* *become aware of sources that can provide assistance in making good purchases (for example,* Consumer Reports*)*
- *A.3.* *increase experience in judging the better values among sets of similar items*
- *A.4.* *select from any given list of items those which relate to needs as distinct from wants*
- *A.5.* *experience differential rewards for the varying quality of work*
- *A.6.* *analyze a variety of jobs one can and may hope to hold in terms of the fairness of their pay for the nature of the work involved*

B. Understand How Money is Earned and Paid

- *B.1.a.* *know about how much one earns per month and year, in most classes of occupations*
- *B.1.b.* *know how and how much workers in the occupations that are of most interest are paid*
- *B.2.* *identify several occupations which are paid wages, several which are paid salaries, and several self-employment occupations whose earnings are limited by the owner's initiative and overhead*
- *B.3.a.* *know how many hours per week one must work to earn regular wages or salary in most jobs*
- *B.3.b.* *understand the meaning of overtime and work and why overtime pay is higher than regular pay*
- *B.4.* *begin to commit oneself to achieve the skills needed for the kind of job desired*
- *B.5.* *display increasing skill and dependability in those jobs undertaken both within the family and for others*
- *B.6.* *compute the gross earnings for any given hourly wage or weekly salary*
- *B.7.* *become aware of public employment assistance available*
- *B.8.* *become aware of societal provisions for those unable to find work*

C. Understand How Money is Wisely Spent

- *C.1.a.* *assume primary responsibility for making most purchases that will fulfill personal needs and wants*
- *C.1.b.* *make all the purchases for oneself within the limits of the resources at one's disposal*
- *C.2.a.* *construct a budget that accounts for regular expenses*
- *C.2.b.* *construct a hypothetical budget for a single person living alone*
- *C.3.* *open a charge account for limited amounts and be responsible for paying by check the bills accumulated*
- *C.4.* *figure the actual cost of goods purchased on installment plans or time loans*

C.7, 8. discuss with one or more loan officers, preferably representatives of the local credit bureau, loan requirements and credit ratings

C.9-11. explore the implications of living in different locations for convenience, expenditure, obligation to landlord and neighbors

C.12. learn to approximate how much sales tax will be paid in a year

D. Understand How and Why Money is Saved

D.1. accumulate savings in three figures

D.2. spontaneously use a savings account to accumulate funds for long-term purposes

D.3. deposit and withdraw from savings so as to meet ongoing needs, yet always retain emergency funds

D.4. consider a higher interest plan for permanent savings

D.5. verify all interest paid on savings

E. Understand Special Requirements on Income

E.1. learn the basic requirements for income tax

E.3. understand the need for some retirement plan

F. Desire Financial Independence

F.1. have a definite career plan toward which one is working

F.2.a. control, with minimal supervision, all immediate financial affairs

F.2.b. plan all purchases, pay all bills, and consistently live within the limits of resources

F.3.a. seek opportunities for regular part-time employment and/or participate in cooperative vocational academic education programs

F.3.b. undertake to be as nearly self-supporting as possible through part-time employment

F.4.a. take on larger budget monitoring responsibilities within the family or for some other group, simulated if necessary

F.4.b. show a general realism and competence in all financial affairs

Adult Skills
Developmental

The student will:

A. Be Aware of Economic Values

A.1. fully understand the need to monitor one's money and to keep personal purchases within one's resources

A.2. estimate the relative value of various goods and services

A.3. judge whether a quoted price is reasonable for familiar goods and services

A.4. distinguish clearly between needs and wants and understand that needs must be taken care of

A.5. be completely aware that income depends on productivity

A.6. judge the fairness of a rate of pay for a given job

A.7. assume and take care of possessions, not discarding things of value because they are no longer new or stylish or not immediately useful

B. Understand How Money Is Earned and Paid

B.1. be familiar with a wide spectrum of occupations, their activities, their training requirements, and their average income

B.2. differentiate between occupations which are typically paid wages, paid salaries, and self-employment

B.3. know the difference between regular working hours and overtime

B.4. recognize that those with greater training and specialization merit greater pay than those less skilled; pursue jobs requiring the kind of training attained

B.5. understand that pay raises usually come with experience and dependability

B.6. compute one's earnings for any given period

B.7. know that state and private employment agencies can assist in finding work and know how to contact them

B.8. know that a person can receive unemployment compensation or welfare if unable to find employment; know how to apply for unemployment compensation or welfare

C. Understand How Money is Wisely Spent

C.1. match purchases to income; do not let commitments exceed income

C.2. construct a personal budget which accounts for needs and plans for wants

C.3. understand that payment for some goods and services may be postponed through charge accounts or spread over time through installment buying or bank loans

C.4. understand that installment buying or bank loans require payment of interest; compute the actual cost of goods purchased in either manner

C.5. understand that when a person signs a purchase agreement this is legally binding and one must accept the goods or services and pay the stipulated price or forfeit the investment and return the goods

C.6. know reasonable interest rates for different types of installment plans or loans

C.7. understand that installment or loan payments must be paid by the dates specified to avoid penalty charges

C.8. understand that the promptness with which an individual discharges financial obligations influences the credit rating

C.9. understand the difference between renting and buying a house and the relative advantages of each approach to housing

C.10. understand how location and age relate to the desirability of housing and the fair price to pay for it

C.11. recognize the responsibilities an occupant of a room, apartment or house has to landlords, neighbors, mortgage holders or oneself if one owns the dwelling

C.12. know what sales tax is, compute it for any purchase, and plan for the tax in making purchases

D. *Understand How and Why Money is Saved*

- *D.1.* *understand that money saved in a savings institution earns interest and is safer than money kept at home*
- *D.2.* *understand that purchases too large for one's monthly income can be obtained through systematic saving*
- *D.3.* *realize that it is wise to set aside money for emergencies*
- *D.4.* *understand the relative advantages of different kinds of savings accounts and savings bonds with the various interest rates*
- *D.5.* *compute the interest on savings for a given period and verify the interest paid*
- *D.6.* *understand that some employers provide profit sharing plans and investment plans to employees and learn the advantages of participating in them*

E. *Understand Special Requirements on Income*

- *E.1.* *know what income tax is, who has to pay it, and how payment is withheld from paychecks*
- *E.2.* *complete an income tax form accurately and completely*
- *E.3.* *understand what social security and other retirement plans are and how contributions are withheld from paychecks*
- *E.4.* *understand what medical and hospital insurance is, what it pays for, how one obtains it, and how it may be paid for by paycheck deductions*
- *E.5.* *understand the need for life insurance, car insurance, and home insurance; when they should be purchased and from what source; and how much is needed*
- *E.6.* *understand what property taxes are, what agencies levy them, when they come due, and what the consequences are for nonpayment*

F. *Desire Financial Independence*

- *F.1.* *wish to become self-supporting*
- *F.2.* *handle all one's financial affairs*
- *F.3.* *desire to avoid dependence on welfare*
- *F.4.* *seek to be fully responsible in all financial affairs*

FAMILY RELATIONSHIPS

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. Learn the Different Roles and Responsibilities in the Family

A.1.a. *become aware of one's own unique family and its members*

A.1.b. *become aware of the different tasks family members must perform and that families differ in who performs these tasks*

A.1.c. *begin to adapt to the pattern of tasks and relationships in the family*

A.1.d. *become conscious of changes in personal growth and development and, to some extent, of developmental changes in siblings*

B. Understand Family Variations

B.1.a. *become aware that families differ in size, membership, where they live, and where they go to school*

B.1.b. *understand that one's deafness affects family roles, lifestyles, and responsibilities*

C. Understand Child-Child Relationships

C.1.a. *become aware of siblings and begin to understand the relationships between siblings*

C.1.b. *experience and express consideration in interactions with siblings*

E. Understand Adult-Child Relationships

E.1. *become increasingly aware that parents care about and for him or her despite living arrangements which may include residential school placement*

Grades One, Two, Three
Developmental

The student will:

A. Learn the Different Roles and Responsibilities in the Family

A.1. *become aware of the extended family (for example, grandmother, grandfather, aunts, uncles, or cousins) and their interrelationships*

A.2. *become aware of the personal tasks and responsibilities appropriate to one's own family*

B. Understand Family Variations

B.1. *become aware that not all family structures are the same or complete (for example, some families exist without one parent)*

B.2. *become aware that there are different life-styles among families and that families with one or more handicapped members have special life-styles*

C. Understand Child-Child Relationships

C.1.a. *become increasingly aware of the role and task differences for different sibling ages and sexes*

C.1.b. begin to feel some responsibility toward siblings

D. Understand Child-Adult Relationships

D.2. return consideration and respect received from others

D.3. recognize and show consideration for some authority figure or figures

E. Understand Adult-Child Relationships

E.1. become increasingly aware that parents provide opportunities and impose restraints out of concern for their children's well-being

Grades Four, Five, Six
Developmental

The student will:

A. Learn the Different Roles and Responsibilities in the Family

A.1.a. gain a deeper understanding of the definition of extended family relationships and why there are extended relations

A.1.b. understand why it is necessary to have task roles in the family

A.1.c. acknowledge the consequences of not performing tasks or duties

A.1.d. accept the responsibility for taking on the tasks of other members when they are absent

A.1.e. begin to understand why there are differences in life stages

A.1.f. gain acceptable and healthy knowledge of sexual development

A.2. extend the realm of personal responsibility

B. Understand Family Variations

B.1. gain understanding of why family memberships differ

B.2. understand the need to maintain family ties at school

C. Understand Child-Child Relationships

C.1.a. understand the need for consideration between siblings

C.1.b. understand and develop loyalty for siblings

D. Understand Child-Adult Relationships

D.1. begin to develop acceptable means of contesting authority

E. Understand Adult-Child Relationships

E.1. begin to develop insight into the meaning of parenthood throughout the life cycle

The student will:

A. *Learn the Different Roles and Responsibilities in the Family*

- A.1.a. *develop one's relationship with more members of the extended family*
- A.1.b. *expand one's understanding of how different stages of maturity relate to responsibility in the family*
- A.1.c. *learn behaviors that are appropriate from siblings or others in the family*
- A.1.d. *fulfill family responsibilities with little prompting*
- A.1.e. *begin to project one's marital and parental roles*
- A.2. *begin to assist with basic domestic tasks*

B. *Understand Family Variations*

- B.1. *be tolerant of other family structures; understand and accept the uniqueness of one's own*
- B.2. *begin to understand that family lifestyles differ and that the lifestyle of one's family is not necessarily the one that must be adopted in establishing a family*

C. *Understand Child-Child Relationships*

- C.1.a. *develop an understanding of reasonable bases for task distribution, decision making, and resolution of sibling conflicts*
- C.1.b. *deepen affection for siblings*

D. *Understand Child-Adult Relationships*

- D.1.a. *begin to consult with parents in decision making*
- D.1.b. *accept parental authority*
- D.1.c. *understand that parents may not enjoy setting limits*
- D.2. *understand that parents have feelings which are affected by the behavior of their children*
- D.3. *directly or indirectly request reconsideration of family decisions; clarify requests, accept decisions disliked*

E. *Understand Adult-Child Relationships*

- E.1.a. *understand that parents have a legal responsibility for their children's well-being and their children's actions*
- E.1.b. *begin to understand the commitments that parenthood requires; begin to understand what life would be like without parents*
- E.2. *become conscious of ways parents foster personal development*

F. *Learn Adult-Adult Relationships*

- F.1. *participate in family planning sessions*
- F.2. *develop ease in relationships with the opposite sex*

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. Learn the Different Roles and Responsibilities in the family

A.1.a. *be aware of the roles fulfilled by each member of any family unit and the responsibilities that go along with being a part of a family*

A.1.b. *be a responsible member of one's own family*

A.1.c. *understand the responsibilities of marriage and family and have a positive attitude toward the institution itself*

A.2. *learn basic domestic skills*

B. Understand Family Variations

B.2. *explore various life styles and begin to pursue one that is personally satisfying*

C. Understand Child-Child Relationships

C.1. *deal more maturely in relationships with siblings*

D. Understand Child-Adult Relationships

D.1. *become independent in decision making*

D.3. *be aware of when to accept authority and when to contest it effectively to achieve positive goals*

E. Understand Adult-Child Relationships

E.2. *understand basic principles of child growth and development*

E.3. *learn basic domestic principles of child and health care*

F. Understand Adult-Adult Relationships

F.1.a. *respond openly to others in a one-to-one small group situation*

F.1.b. *know the value of compromise and fair play in interpersonal relationships*

F.2. *have a basic knowledge of sexual relationships and how they fit into the family structure*

Adult Skills
Developmental

The student will:

A. Learn the Different Roles and Responsibilities in the Family

A.1. *be aware of roles and responsibilities within the family unit at each developmental stage from early childhood to adulthood*

A.2. *have command of the basic housekeeping skills, such as cooking, cleaning, and buying, that are necessary for independent living*

B. Understand Family Variations

B.1. *understand that the family structure and lifestyle in which one grew up is only one of several that may be adopted in establishing a family*

B.2. have identified the kind of family lifestyle one wishes to develop in one's own marriage and family

C. Understand Child-Child Relationships

- *C.1.a. deal maturely in relationships with siblings*
- *C.1.b. recognize the need for cooperation and assistance between siblings in the care of and concern for parents*

D. Understand Child-Adult Relationships

- *D.1. become appropriately independent of parents in making decisions and developing a lifestyle*
- *D.2. understand the responsibilities grown children have toward their parents*

E. Understand Adult-Child Relationships

- *E.1. understand the responsibilities parents have for their children*
- *E.2. understand the basic stages of child growth and development and the experiences that foster healthy development which can be applied when one becomes a parent*
- *E.3. know basic principles of health care, including first aid and home nursing*

F. Understand Adult-Adult Relationships

- *F.1. become adept at give-and-take in interpersonal relationships between two or more people*
- *F.2. perceive the roles and responsibilities that must be filled in one's own marital relationship*

PRODUCTIVE USE OF LEISURE TIME

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. *Develop Recreational Interests*

- *A.1.* *learn to establish goals for personal leisure activities*
- *A.2.a.* *stay with activities long enough to find out whether they will be satisfying*
- *A.2.b.* *discover activities that maintain interest for extended periods of time*

B. *Develop Skills Through Practice*

- *B.1.a.* *begin to develop skills that are needed for leisure time activities such as: gross motor skills (physical movement); fine motor skills (drawing or painting); extending attention (stories, dramatic play, or working puzzles); and communication facilitating play*
- *B.1.b.* *take advantage of opportunities to act on the environment in a variety of settings*
- *B.1.c.* *construct activity variations on a given structure (such as a game, a set of objects, or a set of situations)*
- *B.1.d.* *engage in extended, self-directed, creative play, starting from limited stimulus materials*

Grades One, Two, Three
Developmental

The student will:

A. *Develop Recreational Interests*

- *A.1.a.* *expand goals and interests for leisure activities*
- *A.1.b.* *explore leisure activities that may be of interest indefinitely, (for example, card games, checkers, tennis, dominoes, music, art, dramatic activities, and reading for pleasure)*
- *A.2.a.* *stay with more extended activities long enough to find out whether they will be satisfying*
- *A.2.b.* *rediscover activities that did not maintain one's interest early in life*
- *A.2.c.* *discover activities that maintain interest for more than one period of time, (for example, building models, knitting, weaving, carpentry, and reading for pleasure)*
- *A.3.* *develop interests in elementary hobbies*

B. *Develop Skills Through Practice*

- *B.1.a.* *refine skills that are needed for leisure activities such as gross motor skills (for example, ball games or group games); fine motor skills (for example, drawing, water coloring, or jig-saw puzzles); and communication facilitating play, the vocabulary and rules necessary for continued participation in a game*
- *B.1.b.* *continue to engage in extended, self-directed, creative play starting from limited stimuli and learning to make use of the materials at hand*

B.1.c. *use creative ability and skills during leisure to prepare decorations or gifts for holidays, birthdays, and special occasions at home, at school or in the community*

B.1.d. *begin planning personal projects; select the materials needed and carry out these projects to completion*

C. Know and Use Community Facilities

C.1. *explore opportunities in the community and take advantage of a variety of settings suitable to individual skills and interests (for example, baseball, basketball, family gatherings, church groups, camps, library story time, scouting, and museums)*

Grades Four, Five, Six
Developmental

The student will:

A. Develop Recreational Interests

A.1.a. *be open to trying new games and activities that may become interesting*

A.1.b. *more and more frequently find activities independently to fill leisure time*

A.1.c. *have identified several leisure activities that always are pleasing*

A.2. *pursue more extended games and activities to completion*

A.3. *pursue one or more hobbies actively over several months*

B. Develop Skills Through Practice

B.1.a. *seek and receive help to learn specific skills and rules necessary for particular activities*

B.1.b. *sufficiently practice desired skills independently to bring them close to the desired level*

B.1.c. *select activities appropriate to time and circumstance*

B.1.d. *design own creative play and independently collect and utilize the necessary materials or equipment*

C. Know and Use Community Facilities

C.1.a. *regularize and expand one's use of community, recreational, and amusement facilities*

C.1.b. *become a regular member of one or more organized groups*

D. Balance Solitary and Social Recreation

D.1.a. *have sufficiently developed interests and skills to enjoy leisure activities alone*

D.1.b. *regularly elect to amuse oneself rather than to join others*

D.2.a. *take increasing pleasure in group recreation*

D.2.b. *begin to recognize that physical limitations can prevent participation in some activities*

The student will:

A. *Develop Recreational Interests*

A.1.a.	*pursue several leisure interests that involve strenuous physical activity; several that involve quiet activity; and several that involve the spectator role*
A.1.b.	*have more leisure goals than time to pursue them*
A.2.	*expand both the number and the duration of more extended activities*
A.3.	*express preferences for certain hobbies and activities and seek out others with similar interests*

B. *Develop Skills Through Practice*

B.1.a.	*more highly develop certain sets of skills used in leisure activities*
B.1.b.	*take pleasure and satisfaction in the further refinement of already developed skills*
B.1.c.	*seek to pursue certain favorite activities regularly*
B.1.d.	*make creative adaptations and extensions of favorite activities*
B.2.a.	*know the technical vocabulary of special interests*
B.2.b.	*know the rules governing all games one plays*

C. *Know and Use Community Facilities*

C.1.a.	*know the full range of recreational opportunities available in the extended community*
C.1.b.	*travel independently to most recreational sites*
C.2.	*become deeply involved in and committed to the groups in which one participates*

D. *Balance Solitary and Social Recreation*

D.1.	*derive deepening satisfaction from exploiting special aptitudes alone*
D.2.a.	*expand the variety of group recreation activities in which one participates and takes pleasure*
D.2.b.	*distinguish those activities in which deafness is no handicap from those in which one can only watch*

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. *Develop Recreational Interests*

A.1.	*become actively involved in a number of constructive leisure time activities, being constantly aware of the importance of this involvement*
A.2.	*develop the feeling of complete involvement in an activity or hobby and become self-motivated to finish the task at hand*

A.3. begin to decide on those activities which seem to be of most interest, and to carry through in beginning a personal hobby or activity

A.4. be familiar with the various forms of theatre arts and art as a means of recreation

B. Develop Skills Through Practice

B.1.a. develop those skills that are needed for leisure time activities, such as gross motor, fine motor, and communication skills, as well as rules of games

B.1.b. to change leisure time activities on the basis of the degree of personal satisfaction derived from each activity

B.1.c. know the importance of using leisure time wisely

B.3. begin to understand the relation of recreation to occupation and obligation; allocate time and resources realistically to each

C. Know and Use Community Facilities

C.1. know how to utilize local recreational facilities

D. Balance Solitary and Social Recreation

D.1. become self-sufficient through developing skills involving independent play (for example, reading, art, and knitting)

D.2.a. relate to group activities as both participant and spectator, and accept the fact that one will have to be a spectator in some activities because of physical limitations

D.2.b. use talents developed through leisure time activities to contribute to community projects involving holiday and social events

Adult Skills
Developmental

The student will:

A. Develop Recreational Interests

A.1. having developed a variety of satisfying recreational interests, will be open to new possibilities, substituting new activities for old ones (as changes in one's physical abilities and conditions occur)

A.2. show the perseverence necessary to stay with activities or programs until they become satisfying

A.3. be familiar with several hobbies that can be pursued independently

B. Develop Skills Through Practice

B.1. have developed skills that are needed for leisure time activities (for example, sports, construction, sewing, etc.), and have the initiative to develop new skills needed for new activities one wishes to pursue

B.2. continue to develop communication skills that will facilitate leisure activities

B.3. allocate appropriate amounts of time and money to leisure, in the perspective of other obligations and needs.

C. Know and Use Community Facilities

- *C.1.* *be aware of and use recreational and amusement facilities in one's community*

D. Balance Solitary and Social Recreation

- *D.1.* *have a repertoire of recreational interests one can pursue and enjoy independently*
- *D.2.* *have a variety of recreational interests one can pursue and enjoy with others*
- *D.3.* *be able to avoid both unrelieved loneliness and constant socializing so as to satisfy one's needs for both solitude and affiliation*

SOCIAL RELATIONSHIPS

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. Develop Self-Control

- *A.1.a.* *develop basic skills in resolving conflicts*
- *A.1.b.* *begin to be aware that others have feelings like one's own and that personal behavior may cause strong feelings in others*

B. Respect Others' Rights and Interests

- *B.2.a.* *develop beginning social skills, such as sharing toys, helping others, playing needed group roles, and including others in group activities*
- *B.2.b.* *engage in parallel play without conflict and in more or less satisfactory interactive play*
- *B.2.c.* *be willing to trade with others; do some sharing*
- *B.2.d.* *be willing to accept some group roles*

C. Learn Openness, Acceptance, and Trust

- *C.3.* *be comfortable functioning in a group situation away from the home setting*
- *C.4.* *develop a sense of trust in self and in the environment through satisfactory experiences with many situations and individuals*

D. Develop Role Flexibility

- *D.1.* *become aware of various family and community roles and assume them in dramatic play*

E. Understand Social Conventions and Variations

- *E.1.* *begin to learn basic manners and courtesies*

F. Learn to Reach Out to Others

- *F.1.a.* *develop an interest in other children and adults and begin to learn ways of relating to them with satisfaction*
- *F.1.b.* *have enough satisfying experiences with other children and adults to want more such relationships*
- *F.1.c.* *move from solitary play to the ability to play cooperatively with two or three others*

Grades One, Two, Three
Developmental

The student will:

A. Develop Self-Control

- *A.1.a.* *develop skill in resolving conflicts without resorting to physical force*
- *A.1.b.* *avoid or modify cruel behavior*
- *A.3.* *conform to set standards of behavior*

B. Respect Others' Rights and Interests

- *B.2.a.* *continue to develop social skills such as sharing, taking turns, helping others, showing respect toward others, and playing needed group roles such as being a leader, follower, and a friend*
- *B.2.b.* *engage in competitive games successfully without expecting to win every time and continuing play even when losing*

C. Learn Openness, Acceptance, and Trust

- *C.5.* *begin to accept and appreciate ethnic, environmental and physical differences among peers*

D. Develop Role Flexibility

- *D.1.* *assume the role of leader while further developing one's follower role*
- *D.2.a.* *participate cooperatively in team competition*
- *D.2.b.* *be aware that some conformity is necessary for group progress and well-being*

E. Understand Social Conventions and Variations

- *E.1.a.* *interact politely with adults in common situations*
- *E.1.b.* *communicate necessary basic ideas, for example, to buy things, to give the doctor needed information*

F. Learn to Reach Out to Others

- *F.1.a.* *Share leisure games and materials with one or more people and trade materials when finished with them independent of adults*
- *F.1.b.* *initiate interaction with other children and adults and be successful in relating to them*
- *F.2.* *participate in relating to activities initiated by others*
- *F.3.* *be a contributing member in a group situation away from the home*

Grades Four, Five, Six
Developmental

The student will:

A. Develop Self-Control

- *A.1.a.* *resolve conflicts without resorting to physical force*
- *A.1.b.* *realize that one's behavior affects acceptance or rejection by peers*

B. Respect Others' Rights and Interests

- *B.1.* *begin to recognize limitations on personal freedoms and rights in relation to those of others*
- *B.2.* *refine social skills so as to avoid conflict, disappointment, and alienation with others*

C. Learn Openness, Acceptance and Trust

- *C.1.* *become aware of the resources and special devices available to assist deaf people*
- *C.2.* *have an idea of where to seek assistance with various personal problems*
- *C.5.* *accept the existence of ethnic, environmental and physical differences in the community*

D. Develop Role Flexibility

- *D.1.* *try a succession of social roles to discover what they require and how to behave*
- *D.2.* *participate in a sportsman-like manner in competitive situations*

E. Understand Social Conventions and Variations

- *E.1.* *begin to display customary basic manners, customs, and courtesies*
- *E.2.* *have a beginning awareness of the existence of subcultures within the larger society*

F. Learn to Reach Out to Others

- *F.1.a.* *be a contributing member in class and school activities*
- *F.1.b.* *become a participating member of school clubs*
- *F.2.* *show interest in participation in clubs outside of the class or school structure*

G. Form Close Relationships

- *G.2.* *have developed friendships within the peer group*

Grades Seven, Eight, Nine
Developmental

The student will:

A. Develop Self-Control

- *A.1.a.* *learn to manage feelings to avoid inappropriately extreme emotions, hasty reactions, or violent expressions*
- *A.1.b.* *use communication in place of physical responses to conflict*
- *A.3.* *tolerate delay in the satisfaction of needs or desires*
- *A.4.a.* *accept some unusual or unexpected behavior from others*
- *A.4.b.* *become aware of when one fails to meet others' expectations*

B. Respect Others' Rights and Interests

- *B.1.* *begin to understand what the absolute limits of personal freedom are*
- *B.2.a.* *identify whose rights or interests are primary in social situations*
- *B.2.b.* *begin to see the utility of rules and conventions in establishing whose rights are primary in a given situation*
- *B.2.c.* *defer to others more frequently in social situations as a means of avoiding conflict and showing respect for them*
- *B.2.d.* *ask for help politely and persuasively*

C. Learn Openness, Acceptance, and Trust

- *C.1.* *have a beginning knowledge of the resources and special devices available to aid the deaf and hard of hearing*
- *C.2.* *use available school resources confidently to assist with problems*

C.3.a. enter group situations freely and comfortably

C.3.b. take the initiative in making new acquaintances and meeting strangers

C.4. expand one's familiarity with and comfort in varied social situations

C.5. interact openly and confidently with others who are different

D. Develop Role Flexibility

D.1.a. expand the roles one fills in a widening variety of social situations

D.1.b. begin to shift roles as the need arises in social interaction

D.1.c. take on more responsible roles in both school and home settings

E. Understand Social Conventions and Variations

E.1. expand the number of manners, customs, and courtesies which are followed spontaneously

E.2. understand the cultural basis for variations in different social conventions

F. Learn to Reach Out to Others

F.1.a. initiate relationships with others in a widening variety of circumstances and for varying purposes

F.1.b. actively enjoy social involvement

F.2. include among one's friends and acquaintances a growing number of hearing people

F.3.a. undertake responsibilities willingly

F.3.b. render assistance when it is required

G. Form Close Personal Relationships

G.2.a. have several friends within and outside one's age group

G.2.b. have a few special close friends

G.2.c. behave thoughtfully toward those who are liked

G.3. expand and deepen loyalties to individuals and groups

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. Develop Self-Control

A.1. know one is capable of resolving anger and conflict

A.2. be motivated to use counseling resources available in the community when confronted with a personal conflict, rather than to give up or resort to physical force

B. Respect Others' Rights and Interests

B.1. understand one's personal individuality and know that one can live freely within the community and within the law as long as the rights of others are not violated

B.2. avoid conflict with others through the proper use of customary manners, customs, and courtesies found in society

C. Learn Openness, Acceptance, and Trust

C.1. use the resources and special devices available to assist deaf people

C.2. become aware of the community resources available for assistance with problems

C.3. enjoy diversity in acquaintances and activities

C.4. trust others to be accepting and expect to be treated with respect

D. Develop Role Flexibility

D.1.a. understand how members of society function in different ways

D.1.b. begin to understand that one's role in society can change depending on circumstances

D.2. exercise sportsmanlike conduct when in competition, and be motivated to encourage others to do the same

E. Understand Social Conventions and Variations

E.1. begin to learn and adhere to the variety of customs present in society and to make allowances for the differences found

E.3. decide how one functions best in a variety of social situations and function accordingly

F. Learn to Reach Out to Others

F.1. develop relationships within the family, among members of one's deaf community, and with members of the larger community

F.2. use talents and capabilities in actively participating with various social groups in and out of the school setting

F.3.a. be aware that one can contribute as well as receive assistance

F.3.b. be aware of the importance of becoming a contributing member of the community

F.3.c. recognize outstanding achievement on the part of other people and give praise and recognition for their accomplishments

G. Form Close Personal Relationships

G.2.a. have several longtime friends, both within and outside of one's age group

G.2.b. enjoy some close friendships with members of the same and opposite sex

G.3. join some social, hobby, task, athletic, or other group to which one can belong after graduation

Adult Skills
Developmental

The student will

A. Develop Self-Control

A.1. understand and use a variety of means to resolve anger and conflict

A.2. understand that it is normal to have hostile or negative feelings and respond to them with acceptable behavior

B. Respect Others' Rights and Interests

B.1. *understand that deaf people can live their own lives the way they want to, so long as they live within the law and do not harm anyone else*

C. Learn Openness, Acceptance, and Trust

C.1. *use resources and special devices available to assist deaf people*

C.2. *utilize available community resources for assistance with problems*

C.3. *be completely comfortable in social situations*

C.4. *move freely among diverse elements in the community*

D. Develop Role Flexibility

D.1. *fill a variety of social roles and understand the basis for choosing roles appropriately*

E. Understand Social Conventions and Variations

E.1. *know the basic manners, customs, and courtesies customary in our society and understand that there are variations in life styles from place to place and group to group*

F. Learn to Reach Out to Others

F.1. *take the initiative in forming some relationships and offering to assist others in a variety of activities*

F.2. *accept the reality that one is inevitably a member of the larger society and must learn to relate to and function in it as well as in the deaf community*

F.3. *fulfill responsibilities in community undertakings*

F.4. *select friends on the basis of their personal qualities rather than the extent of their possessions*

G. Form Close Personal Relationships

G.1. *look confidently toward marriage with a realistic understanding of the responsibilities and satisfactions it offers*

G.2. *have lasting friendships already formed and have sufficient experience to form new ones as opportunity arises*

G.3. *have established lasting ties with one or more groups or organizations from which one benefits and to which one contributes*

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. Conceptualize the Various Forms and Uses of Communication

- *A.1.* *develop an awareness that communication is useful and desirable*
- *A.2.a.* *grasp the concept that movements of lips, mouth, and face as well as gestures mean something*
- *A.2.b.* *become aware that reading is a form of communication*
- *A.2.c.* *recognize that pictures and other visuals, television, and stories are all forms of communication*

B. Use Multiple Means of Communication

- *B.1.a.* *explore several modes of communication from which can later be identified the one or ones most natural for personal use*
- *B.1.b.* *develop a basic means of communication that is comfortable to use with family members and teachers*
- *B.1.c.* *begin to develop proficiency in other channels of communication as soon as success has been experienced in one*
- *B.1.d.* *use sounds with movements to communicate*
- *B.2.* *begin auditory training appropriate for the personal level of residual hearing*

C. Learn to Overcome Communication Problems

- *C.1.a.* *begin to understand that adults can be used as resources in communication*
- *C.1.b.* *request help in the expression of words*

D. Engage Freely in Communication and Seek Opportunities to Communicate

- *D.1.a.* *attempt spontaneous communication in an ever-widening variety of situations*
- *D.1.b.* *increasingly desire to communicate about the objects and events experienced*

Grades One, Two, Three
Developmental

The student will:

A. Conceptualize the Various Forms and Uses of Communication

- *A.1.* *begin to realize the importance of communication in a social situation*
- *A.1.a.* *recognize that there are other means of communication than speech, such as dogs barking, horns blowing, and whistles whistling*
- *A.2.b.* *recognize that radio, television, and movies are means of communication*

B. Use Multiple Means of Communication

- *B.1.a.* *continue to explore multiple modes of communication and begin to identify those most natural for personal use*

B.2.a. further develop language through total communication skills

B.2.b. attempt to use appropriate movements of vocal mechanisms to produce desired sounds of communication

B.3.a. begin to develop proficiency in receiving communication through speech reading, fingerspelling, sign language, and writing

B.3.b. begin to use reading as a form of communication

C. Learn to Overcome Communication Problems

C.1. begin to seek out adults as resources in communication

C.3. develop a means of communication to use with those not in close association, whether deaf or hearing

D. Engage Freely in Communication and Seek Oppportunities to Communicate

D.1.a. feel increasingly comfortable in initiating communication with others

D.1.b. communicate freely with selected deaf peers and trusted adults

D.2. attempt communication with an increasing range of hearing people

E. Sharpen Language Command

E.2.a. steadily increase one's vocabulary

E.2.b. increase the command of linguistic conventions and idioms

E.2.c. solidify a command of basic phrase and sentence patterns and extend the range of patterns used

Grades Four, Five, Six
Developmental

The student will:

A. Conceptualize the Various Forms and Uses of Communication

A.1. expand the variety of situations in which communication is discovered to be necessary and desirable

A.2.a. extend the range of forms of communication of which one is aware

A.2.b. persevere in communications until the desired information is discovered

A.2.c. exploit a growing number of different forms of communication to satisfy specific needs and interests

B. Use Multiple Means of Communication

B.1. develop and refine a recognized means of communication

B.2.a. increase all communication skills

B.2.b. begin to use visual means of communication

B.3.a. have increased proficiency in receiving communications through total communication

B.3.b. progress to higher levels of reading and writing as receptive and expressive means of communication

C. Learn to Overcome Communication Problems

- *C.1.a.* *refine and combine appropriate movements of vocal mechanisms to produce desired sounds of communication if an aptitude for speech exists*
- *C.1.b.* *select alternate modes of communication to develop if little aptitude for speech exists*

D. Engage Freely in Communication and Seek Opportunities to Communicate

- *D.1.* *seek to share experiences regularly with significant others*
- *D.2.a.* *enjoy communicating in a social situation*
- *D.2.b.* *associate regularly with hearing people and attempt spontaneous communication with them*

E. Sharpen Language Command

- *E.2.a.* *continue to increase vocabulary*
- *E.2.b.* *encounter and initiate new and more complex language structures*

Grades Seven, Eight, Nine
Developmental

The student will:

A. Conceptualize the Various Forms and Uses of Communication

- *A.1.a.* *begin to feel consciously the need to communicate thoughts and feelings*
- *A.1.b.* *understand the importance of communication in learning*
- *A.2.* *spontaneously select different modes of communication to serve different purposes*

B. Use Multiple Means of Communication

- *B.1.* *achieve fluent and accurate expressive communication in one or two modes*
- *B.2.a.* *interpret dramatic and tactile communication in a variety of situations*
- *B.2.b.* *explore multiple modes of communication to express feelings*
- *B.3.a.* *achieve speed and comprehension in one or two modes of receptive communication*
- *B.3.b.* *increase reading speed and comprehension with more complex material*

C. Learn to Overcome Communication Problems

- *C.1.a.* *learn to request pronunciation, repetition, clarification, or amplification, without embarrassment but with tact and good humor in all modes of communication*
- *C.1.b.* *spontaneously ask assistance to find the exact word or express a complicated idea or feeling*
- *C.2.a.* *good-naturedly rephrase communications not understood by the receiver*
- *C.2.b.* *seek alternate ways of expressing thoughts and ideas*
- *C.2.c.* *attempt other means of communication with hearing people when the first does not succeed*

D. Engage Freely in Communication and Seek Opportunities to Communicate

- *D.1.a.* *feel inner compulsion to communicate with others*
- *D.1.b.* *join freely in others' conversations*

D.1.c. *feel free to initiate communication with others of varying ages and familiarity*

E. Sharpen Language Command

- *E.1.a.* *use increasing variety of synonymous words and phrases*
- *E.1.b.* *use analogies to enhance one's communication*
- *E.1.c.* *use examples to enhance one's communication*
- *E.2.a.* *dramatically expand one's vocabulary*
- *E.2.b.* *experiment with broadening ranges of phrases and sentence patterns*
- *E.2.c.* *distinguish between situations in which abbreviated communication is satisfactory and situations in which complete communication is required*

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. Conceptualize the Various Forms and Uses of Communication

- *A.1.* *find communication indispensable in learning and relating to others*
- *A.2.* *be skillful in choosing different modes of communication to fit different needs and situations*

B. Use Multiple Means of Communication

- *B.1.* *identify means of communication which are comfortable in specific situations*
- *B.2.* *know and use any and all of the following means of expression: speech, fingerspelling, sign language, gestures, writing, pantomime, and pictures*
- *B.3.* *know and use any and all of the following means of receiving communication: speech reading, sign language, fingerspelling, reading, pictures, diagrams, and films*

C. Learn to Overcome Communication Problems

- *C.1.a.* *go to others for help in the expression of ideas*
- *C.1.b.* *develop a sufficient repertoire of methods of communication and learn to feel comfortable using them in social situations*
- *C.1.c.* *initiate communication with hearing people and how to facilitate this communication, including speech, writing, or signs*

D. Engage Freely in Communication and Seek Opportunities to Communicate

- *D.1.* *attempt communication whenever it is desirable or necessary regardless of complete command of language*
- *D.2.* *have developed a desire to interact with people and to assist in helping other people communicate with each other*

E. Sharpen Language Command

- *E.2.a.* *develop a variety of patterns of expression for each situation to facilitate and insure understanding*
- *E.2.b.* *continually work towards a more sophisticated method of communication both to be understood and to understand more fully*

E.2.c. become more proficient in communication using correct language patterns and increasing reading and writing skills

The student will:

A. Conceptualize the Various Forms and Uses of Communication

A.1. understand the critical importance of language and communication skills for all kinds of learning and activity

B. Use Multiple Means of Communication

B.1. use several means of communication that are comfortable

B.2. successfully use all of the following means of expression: speech, fingerspelling, sign language, gestures, writing, pantomime, and pictures

B.3. successfully use all of the following means of receiving communication: speech reading, sign language, fingerspelling, reading, pictures, diagrams, and films

C. Learn to Overcome Communication Problems

C.1. go to others for help in the expression of ideas

C.2. assist hearing persons in finding a means by which they can communicate

D. Engage Freely in Communication and Seek Opportunities to Communicate

D.1. attempt communication whenever it is desirable or necessary, regardless of complete command of language

D.2. willingly engage in communication with hearing people as well as deaf people

E. Sharpen Language Command

E.1. have a sufficient repertoire of methods of communication for appropriate expression in social situations

E.2. have an adequate supply of varied linguistic responses to insure understanding in different situations (for example, economic, social, or personal)

POLITICAL RIGHTS AND RESPONSIBILITIES

Pre-kindergarten, Kindergarten
Developmental

The student will:

A. Respect the Rights of Others

- *A.1.* *accept reasonable and consistent limits on personal behavior within family, school, and community*
- *A.2.* *develop a beginning understanding of property rights and respect others' property most of the time*

B. Understand and Respect the Law

- *B.1.a.* *recognize adult authorities*
- *B.1.b.* *understand what rules are and begin to understand why they exist and how they are helpful*

E. Participate in the Political System

- *E.1.* *participate in the process of making rules for group behavior*

Grades One, Two, Three
Developmental

The student will:

A. Respect the Rights of Others

- *A.1.* *begin to place self-restraint on personal behavior in family, school, and community settings*
- *A.2.* *develop an understanding of property rights and respect the property of others*

B. Understand and Respect the Law

- *B.1.* *accept and respect adult authorities*
- *B.2.a.* *begin to recognize the role that the police officer, fire fighter, and local officials play in protecting individual rights*
- *B.2.b.* *have a usable knowledge of safety rules relating, (for example, to fires, emergencies, traffic)*
- *B.3.* *become increasingly aware of school rules and follow most of them*

D. Keep informed on Matters of Personal Importance

- *D.1.* *have sufficiently well-developed receptive communication skills to understand what is going on around school and how personal behavior is perceived in the school community*

E. Participate in the Political System

- *E.2.a.* *begin to take responsibilities in school government*
- *E.2.b.* *participate in establishing class rules*
- *E.3.* *develop a beginning understanding of citizenship*

Grades Four, Five, Six
Developmental

The student will:

A. *Respect the Rights of Others*

- A.1.a. *develop an appropriate behavior pattern and understand the consequences of inappropriate behavior in whatever social context*
- A.1.b. *show observable consideration for others by trying not to disturb them, leaving their belongings alone, or offering assistance*

B. *Understand and Respect the Law*

- B.2.b. *generally follow and uphold class and school rules*

D. *Keep Informed on Matters of Personal Importance*

- D.1. *understand what news is and become aware that various sources report news daily*
- D.2. *be aware of events around school*
- D.3. *have opinions on events at school*

E. *Participate in the Political System*

- E.2.a. *vote in class and school elections*
- E.2.b. *acquire a sense of citizenship and know what a good citizen is*
- E.3.a. *participate actively in school government and the governments of student organizations of which he or she is a member*
- E.3.b. *have a beginning awareness of "politics" (local, state, and national)*

Grades Seven, Eight, Nine
Developmental

The student will:

A. *Respect the Rights of Others*

- A.1.a. *increasingly shape one's own behavior in terms of its effect on the rights and feelings of others*
- A.1.b. *observe and report the impact of inconsiderate behavior on self and others*
- A.2.a. *identify which school rules are intended to protect the rights of others*
- A.2.b. *conscientiously obey rules which protect others' rights*

B. *Understand and Respect the Law*

- B.1.a. *understand the relationship between rules and laws*
- B.1.b. *understand who makes rules and laws and why they are made*
- B.2.a. *be thoroughly familiar with school rules and perceive the protective value of rules to which one is subject as well as their binding quality*
- B.2.b. *observe the consequences of the violation of rules (both one's own and others)*

B.3. *begin to learn some laws that must be obeyed*

B.4. *observe the consequences of being ignorant of rules*

C. Know the Laws Relating to Deaf People

C.1, 2 *begin to understand that people with physical, social or intellectual handicaps may require special protection under the law*

D. Keep Informed on Matters of Personal Importance

D.1.a. *become familiar with a variety of news sources*

D.1.b. *develop comprehension skills related to printed and visual news sources*

D.2.a. *begin to take an interest in current events*

D.2.b. *take satisfaction in reporting a late news development*

D.3. *be informed on school matters and elections that are of personal importance*

E. Participate in the Political System

E.2. *vote in school elections*

E.3.a. *participate in the formulation of class and school rules*

E.3.b. *support and campaign for candidates and platforms in school elections*

Grades Ten, Eleven, Twelve
Developmental

The student will:

A. Respect the Rights of Others

A.1. *differentiate between behavior that will inconvenience, irritate, or be intrusive to others and behavior that will not; demonstrate these acceptable behaviors*

A.2. *have a working knowledge of what it means to violate the legal rights of others and try to avoid such violations*

B. Understand and Respect the Law

B.1.a. *know what agencies make laws and what laws they make*

B.1.b. *understand that many state and federal laws are designed to help as well as protect the individual*

B.1.c. *understand the consequences of violating the law*

B.2.a. *grasp the importance of knowing the law as a protection to oneself and one's property*

B.2.b. *understand that a person must assume the consequences of one's own behavior in relation to the law*

B.3. *become familiar with basic laws related to aspects of life such as property, parenthood, automobiles, debts, and drugs*

B.4. *understand the consequences of being ignorant of the law*

C. Know the Laws Relating to Deaf People

- *C.1.* *interpret the personal impact of several federal laws relating to the rights, resources, and privileges accorded to deaf people*
- *C.2.* *interpret the personal impact of several state laws relating to the rights, resources, and privileges accorded to deaf people*
- *C.3.* *visit several local agencies that administer laws related to deaf people and/or interact with representatives of those agencies*
- *C.4.* *know what assistance various agencies can provide*
- *C.5.* *analyze hypothetical situations to determine whether a deaf person would have special legal rights and what they would be*

D. Keep Informed on Matters of Personal Importance

- *D.1.a.* *understand and develop skills in using common sources of information such as newspapers, magazines, media, and organization bulletins*
- *D.1.b.* *develop habits of following current news, including news related to deaf people*
- *D.2.* *regularly discuss current local, state, national, and world news with peers and adults*
- *D.3.* *know the basis for taking a sound personal position on political candidates and issues*

E. Participate in the Political System

- *E.2.a.* *understand the responsibilities of citizenship and the consequences of failing in them*
- *E.2.b.* *develop a working knowledge of the structure and functions of the political system in the United States*
- *E.3.a.* *participate actively in class and school governments and the governments of organizations of which one is a member*
- *E.3.b.* *study and take an informed personal position on a wide variety of local, state, and national political issues*

Adult Skills
Developmental

The student will:

A. Respect the Rights of Others

- *A.1.* *be considerate of others' property, interests, and feelings*
- *A.2.* *respect the legal rights of others*

B. Understand and Respect the Law

- *B.1.* *know the source and force of laws*
- *B.2.* *understand that laws protect as well as limit*
- *B.3.* *conscientiously seek to know and obey the law*
- *B.4.* *understand that ignorance of the law is not an exemption from punishment*

C. *Know the Laws Relating to Deaf People*

- *C.1.* *be familiar with federal laws relating to deaf people; apply them to oneself*
- *C.2.* *be familiar with state laws relating to deaf people; apply them to oneself*
- *C.3.* *know the names and locations of agencies that administer laws relating to deaf people*
- *C.4.* *seek assistance from agencies created or empowered to assist the deaf whenever occasion requires*
- *C.5.* *invoke legal rights in all situations where they apply*

D. *Keep Informed on Matters of Personal Importance*

- *D.1.* *know and use common sources of federal, state and local information*
- *D.2.* *be informed on current political issues and candidates*
- *D.3.* *take an informed position on political issues and defend it in discussion*
- *D.4.* *be aware of changes, either proposed or accomplished, in laws that affect oneself*

E. *Participate in the Political System*

- *E.1.* *register to vote upon reaching the legal age*
- *E.2.* *vote in local, state, and national elections*
- *E.3.* *take an active part in local political affairs and in the operation of the organizations of which one is a member*

APPENDIX

APPENDIX A

CORRELATION OUTLINE CODES

Supplemental Curriculum for the Hearing Impaired	**Statewide Curriculum for the Deaf**
Early Childhood Through Kindergarten	
(a.1.C.)	*(L.I.B.5.a.), (L.II.B.5.a.)
(a.2.A.i.)	(L.I.D.4.)
(a.2.A.ii.)	(L.I.D.1.), (L.I.D.2.)
(a.2.B.)	(L.II.B.5.a.)
(a.2.B.iii.)	(L.I.D.4.)
(a.2.B.v.)	(L.I.A.3.)
(a.2.B.vi.)	(L.II.B.5.a.)
(a.2.B.vii.)	(L.I.A.3.)
(a.5.A.)	(R.I.F.1.a.), (R.I.F.1.d.)
(a.3.A.iv.)	(R.I.A.10.)
(a.3.A.v.)	(R.I.B.1.)
(a.3.A.vi.)	(R.I.B.2.)
(a.3.A.vii.)	(R.I.B.3.)
(a.3.B.i.)	(R.I.A.7.)
(a.3.B.ii.)	(R.I.C.3.)
(a.3.B.iii.)	(R.I.C.2.a.)
(a.3.B.iv.)	(R.I.D.6.a.)
(a.3.C.iii.)	(R.II.C.2.a.)
(a.3.C.vi.)	(R.I.E.7.b.)
(a.3.C.vii.)	(R.I.E.11.)
(a.3.C.viii.)	(R.I.E.14.)
(a.3.C.ix.)	(R.I.C.2.b.)
(a.3.C.x.)	(R.I.C.5.)
(a.3.D.i.)	(R.I.C.2.d.)
(a.3.D.ii.)	(R.I.C.2.e.)
(a.3.D.iv.)	(R.I.D.6.b.)
(a.3.E.iv.)	(R.I.D.11.a.), (R.I.E.2.)
(a.3.E.vi.)	(R.I.E.3.)
(a.3.E.vii.)	(R.I.E.7.a.)
(a.3.F.i.)	(R.I.F.1.a.), (R.I.F.1.c.), (R.I.F.1.d.)
(a.3.F.ii.)	(R.I.F.3.)
(a.3.F.iii.)	(R.I.F.4.)
(a.3.F.iv.)	(R.I.F.5.)
(a.3.F.v.)	(R.I.F.7.)
(a.3.G.i.)	(R.I.A.1.a.), (R.I.A.1.c.), (R.II.A.1.a.)
(a.3.G.ii.)	(R.I.A.1.b.)
(a.3.G.iii.)	(R.I.A.1.d.), (R.II.A.1.d.)
(a.3.G.iv.)	(R.I.A.1.e.)

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*Example: (L.II.B.5.a.) = L-Language, R-Reading, II-Stage 2, B-SWCD goal, 5.a.-SWCD objectives

Supplemental Curriculum for the Hearing Impaired	**Statewide Curriculum for the Deaf**
Early Childhood Through Kindergarten (cont.)	
(a.3.G.v.)	(R.I.A.1.f.)
(a.3.G.vi.)	(R.I.A.1.f.)
(a.3.G.vii.)	(R.I.A.1.h.)
(a.3.G.viii.)	(R.I.A.2.b.), (R.II.A.2.c.)
(a.3.G.ix.)	(R.I.C.2.c.), (R.II.C.2.c.)
(a.4.B.ii.)	(R.I.A.4.b.)
(a.4.B.iv.)	(R.I.A.1.g.)
(a.4.B.v.)	(R.I.A.4.a.)
(a.5.A.)	(L.I.A.1.), (L.I.A.2.), (L.I.A.4.)
(a.5.A.i.)	(L.I.B.6.)
(a.5.A.iv.)	(L.I.B.6.)
(a.5.A.v.)	(L.I.A.3.)
(a.5.A.viii.)	(L.I.A.5.)
(a.5.B.)	(L.I.B.)
(a.5.B.i.)	(L.I.B.1.)
(a.5.B.iii.)	(L.I.B.2.)

Grade One

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(b.2.A.ii.)	(L.II.D.2.), (L.II.D.3.a.)
(b.2.A.v.)	(L.II.C.4.), (L.II.C.5.)
(b.2.B.ii.)	(L.II.D.4.)
(b.2.B.v.)	(L.II.B.4.)
(b.2.D.)	(L.II.C.2.), (L.1.B.4.)
(b.3.A.ii.)	(R.II.B.2.b.)
(b.3.A.iii.)	(R.II.B.1.)
(b.3.A.iv.)	(R.II.B.4.)
(b.3.A.v.)	(R.I.B.2.)
(b.3.A.vi.)	(R.I.B.3.)
(b.3.A.vii.)	(R.II.B.2.a.)
(b.3.A.viii.)	(R.I.A.10.)
(b.3.A.ix.)	(R.II.B.3.)
(b.3.B.ii.)	(R.II.C.3.)
(b.3.B.iii.)	(R.II.A.7.)
(b.3.B.iv.)	(R.II.D.6.a.), (R.II.D.6.c.)
(b.3.B.v.)	(R.I.C.2.b.)
(b.3.B.vi.)	(R.I.D.6.b.)
(b.3.B.vii.)	(R.II.A.4.c.), (R.II.C.2.a.)
(b.3.B.viii.)	(R.II.E.7.), (R.II.E.2.)
(b.3.C.i.)	(R.II.C.6.)
(b.3.C.iii.)	(R.II.C.2.d.)
(b.3.C.iv.)	(R.II.D.14.b.)
(b.3.C.v.)	(R.II.C.2.f.), (R.II.C.4.a.)
(b.3.C.vi.)	(R.II.C.5.a.)
(b.3.C.viii.)	(R.II.C.4.b.)
(b.3.C.ix.)	(R.II.E.7.b.)
(b.3.C.x.)	(R.II.E.9.)
(b.3.C.xi.)	(R.II.E.11.)
(b.3.D.i.)	(R.II.C.2.e.)
(b.3.D.iii.)	(R.II.D.1.)
(b.3.D.iv.)	(R.I.D.6.c.), (R.II.D.6.c.)
(b.3.D.v.)	(R.II.C.5.b.)
(b.3.D.vi.)	(R.II.A.4.c.)
(b.3.D.vii.)	(R.II.E.4.a.)
(b.3.E.i.)	(R.II.E.13.)
(b.3.E.ii.)	(R.II.E.1.)
(b.3.E.iv.)	(R.II.D.11.a.), (R.II.E.2.a.), (R.II.E.14.)
(b.3.E.viii.)	(R.II.E.2.b.)
(b.3.E.ix.)	(R.II.E.3.a.)
(b.3.E.x.)	(R.II.E.13.)
(b.3.F.ii.)	(R.I.F.1.c.)
(b.3.F.iii.)	(R.I.F.1.d.)
(b.3.F.iv.)	(R.I.F.3.)
(b.3.F.v.)	(R.I.F.5.)
(b.3.F.vi.)	(R.II.F.7.)

Grade One

(cont.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(b.3.F.vii.)	(R.II.F.8.)
(b.3.F.viii.)	(R.II.F.12.e.)
(b.3.F.ix.)	(R.II.F.12.c.)
(b.3.F.x.)	(R.I.F.11.)
(b.3.G.i.)	(R.I.A.1.c.), (R.I.A.1.e.)
(b.3.G.ii.)	(R.I.A.1.f.)
(b.3.G.iii.)	(R.II.A.1.g.)
(b.3.G.iv.)	(R.I.A.1.h.)
(b.3.G.v.)	(R.IV.A.2.c.)
(b.3.G.vi.)	(R.II.A.2.), (R.III.A.7.)
(b.4.C.iii.)	(R.II.A.12.)
(b.5.A.)	(L.II.A.1.)
(b.5.A.i.)	(L.II.B.6.), (L.II.A.)
(b.5.A.ii.)	(L.II.A.4.a.), (L.II.A.4.e.)
(b.5.A.iii.)	(L.I.C.2.), (L.II.C.1.), (L.II.A.3.), (L.II.B.6.)
(b.5.A.iv.)	(L.I.A.4.), (L.I.B.6.), (L.II.B.6.)
(b.5.A.vi.)	(L.I.B.2.), (L.II.A.3.), (L.II.B.2.), (L.III.B.2.)
(b.5.A.vii.)	(L.II.A.2.)
(b.5.A.viii.)	(L.II.A.5.)
(b.5.A.ix.)	(L.II.A.6.)
(b.5.A.x.)	(L.II.B.4.)
(b.5.A.xi.)	(L.I.C.2.), (L.II.C.3.)
(b.5.B.i.)	(L.III.B.1.)
(b.5.B.iii.)	(L.II.A.4.b.), (L.II.A.4.c.), (L.II.A.4.d.), (L.II.B.1.)
(b.5.B.iv.)	(L.II.B.2.), (L.III.B.2.)
(b.5.B.v.)	(L.II.A.4.d.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
Grade Two	
(c.2.A.ii.)	(L.II.D.2.), (L.II.D.3.a.)
(c.2.A.v.)	(L.II.C.4.), (L.II.C.5.)
(c.2.B.ii.)	(L.II.D.4.)
(c.2.B.v.)	(L.II.B.4.)
(c.2.D.)	(L.II.C.2.), (L.1.B.4.)
(c.3.A.ii.)	(R.II.B.2.b.)
(c.3.A.iii.)	(R.II.B.1.), (R.III.B.1.b.)
(c.3.A.iv.)	(R.III.A.1.g.)
(c.3.B.ii.)	(R.II.C.3.)
(c.3.B.iv.)	(R.III.D.6.a.)
(c.3.B.v.)	(R.II.D.6.b.)
(c.3.B.vi.)	(R.II.C.1.)
(c.3.B.vii.)	(R.II.C.2.b.)
(c.3.B.viii.)	(R.II.E.7.a.)
(c.3.C.i.)	(R.III.C.6.)
(c.3.C.ii.)	(R.III.C.2.d.)
(c.3.C.iii.)	(R.III.C.2.d.)
(c.3.C.iv.)	(R.II.D.14.b.)
(c.3.C.v.)	(R.II.C.2.f.), (R.II.C.4.a.)
(c.3.C.vi.)	(R.II.C.5.a.)
(c.3.C.viii.)	(R.II.C.7.)
(c.3.C.ix.)	(R.II.D.13.)
(c.3.C.x.)	(R.II.E.3.c.)
(c.3.C.xi.)	(R.II.E.4.b.)
(c.3.C.xii.)	(R.II.E.6.)
(c.3.C.xiii.)	(R.II.E.7.c.)
(c.3.C.xiv.)	(R.II.E.8.)
(c.3.C.xv.)	(R.II.E.11.)
(c.3.D.i.)	(R.C.2.e.)
(c.3.D.iii.)	(R.II.A.5.)
(c.3.D.v.)	(R.II.D.11.c.)
(c.3.D.vi.)	(R.II.E.4.a.)
(c.3.E.i.)	(R.II.E.13.)
(c.3.E.ii.)	(R.III.E.1.)
(c.3.E.iv.)	(R.II.D.11.a.), (R.II.E.2.a.), (R.II.E.14.)
(c.3.E.vi.)	(R.II.E.4.b.), (R.III.E.9.)
(c.3.E.vii.)	(R.II.E.7.c.)
(c.3.E.viii.)	(R.II.D.11.b.)
(c.3.E.ix.)	(R.II.E.2.b.)
(c.3.E.x.)	(R.II.E.2.c.)
(c.3.E.xi.)	(R.III.E.3.a.)
(c.3.E.xii.)	(R.II.E.3.b.)
(c.3.E.xiii.)	(R.II.E.13.)
(c.3.F.i.)	(R.II.F.1.b.)
(c.3.F.ii.)	(R.II.F.1.c.)
(c.3.F.iii.)	(R.II.F.1.e.)

Grade Two
(cont.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(c.3.F.v.)	(R.II.F.3.b.)
(c.3.F.vi.)	(R.II.F.5.)
(c.3.F.vii.)	(R.II.F.7.)
(c.3.F.viii.)	(R.II.F.8.)
(c.3.F.ix.)	(R.II.F.10.)
(c.3.F.x.)	(R.II.F.12.b.)
(c.3.F.xi.)	(R.II.F.12.a.)
(c.3.F.xii.)	(R.II.F.13.)
(c.3.G.i.)	(R.III,IV,V,VI,A,1.a.) thru A.1.e.)
(c.3.G.ii.)	(R.III.A.1.b.)
(c.3.G.iv.)	(R.IV.A.2.d.)
(c.3.G.v.)	(R.V.A.6.)
(c.3.G.vi.)	(R.V.A.7.b.)
(c.4.C.v.)	(R.II.A.12.)
(c.5.A.)	(L.II.A.1.)
(c.5.A.i.)	(L.II.B.6.), (L.II.A.)
(c.5.A.ii.)	(L.II.A.4.a.), (L.II.A.4.e.)
(c.5.A.iii.)	(L.I.C.2.), (L.II.C.1.), (L.II.A.3.), (L.II.B.6.)
(c.5.A.iv.)	(L.I.A.4.), (L.I.B.6.), (L.II.B.6.)
(c.5.A.vi.)	(L.I.B.2.), (L.II.A.3.), (L.II.B.2.), (L.III.B.2.)
(c.5.A.vii.)	(L.II.A.2.)
(c.5.A.viii.)	(L.II.A.5.)
(c.5.A.ix.)	(L.II.A.6.)
(c.5.A.x.)	(L.II.B.4.)
(c.5.A.xi.)	(L.I.C.2.), (L.II.C.3.)
(c.5.B.i.)	(L.III.B.1.)
(c.5.B.iii.)	(L.II.A.4.b.), (L.II.A.4.c.), (L.II.A.4.d.), (L.II.B.1.)
(c.5.B.iv.)	(L.II.B.2.), (L.III.B.2.)
(c.5.B.v.)	(L.II.A.4.d.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf

Grade Three

(d.2.A.ii.)	(L.II.D.2.), (L.II.D.3.a.)
(d.2.A.v.)	(L.II.C.4.), (L.II.C.5.)
(d.2.B.v.)	(L.II.B.4.)
(d.2.D.)	(L.II.C.2.), (L.1.B.4.)
(d.3.E.viii.)	(R.III.D.11.6.)
(d.3.E.ix.)	(R.II.E.2.b.)
(d.3.E.x.)	(R.II.E.2.c.)
(d.3.E.xi.)	(R.II.E.3.b.)
(d.3.E.xii.)	(R.II.E.13.)
(d.3.F.i.)	(R.II.F.1.b.)
(d.3.F.ii.)	(R.II.F.1.c.)
(d.3.F.iii.)	(R.II.F.1.e.)
(d.3.F.iv.)	(R.II.F.2.)
(d.3.F.vi.)	(R.III.F.3.a.)
(d.3.F.vii.)	(R.II.F.3.b.)
(d.3.F.viii.)	(R.II.F.4.)
(d.3.F.ix.)	(R.II.F.5.)
(d.3.F.x.)	(R.II.F.6.)
(d.3.F.xi.)	(R.II.F.7.)
(d.3.F.xii.)	(R.II.F.8.)
(d.3.F.xiii.)	(R.II.F.9.)
(d.3.F.xiv.)	(R.II.F.10.)
(d.3.F.xv.)	(R.II.F.12.b.)
(d.3.F.xvi.)	(R.II.F.12.d.)
(d.3.F.xvii.)	(R.II.F.12.e.)
(d.3.F.xviii.)	(R.II.F.13.)
(d.4.A.iii.)	(R.II.B.3.)
(d.4.C.vi.)	(R.IV.A.5.)
(d.5.A.)	(L.II.A.1.)
(d.5.A.i.)	(L.II.B.6.), (L.II.A.)
(d.5.A.ii.)	(L.II.A.4.a.), (L.II.A.4.e.)
(d.5.A.iii.)	(L.I.C.2.), (L.II.C.1.), (L.II.A.3.), (L.II.B.6.)
(d.5.A.iv.)	(L.I.A.4.), (L.I.B.6.), (L.II.B.6.)
(d.5.A.vi.)	(L.I.B.2.), (L.II.A.3.), (L.II.B.2.), (L.III.B.2.)
(d.5.A.vii.)	(L.II.A.2.)
(d.5.A.viii.)	(L.II.A.5.)
(d.5.A.ix.)	(L.II.A.6.)
(d.5.A.x.)	(L.II.B.4.)
(d.5.A.xi.)	(L.I.C.2.), (L.II.C.3.)
(d.5.B.i.)	(L.III.B.1.)
(d.5.B.iii.)	(L.II.A.4.b.), (L.II.A.4.c.), (L.II.A.4.d.), (L.II.B.1.)
(d.5.B.iv.)	(L.II.B.2.), (L.III.B.2.)
(d.5.B.v.)	(L.II.A.4.d.)

Grade Four

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(e.2.A.ii.)	(L.III.D.1.), (L.III.D.2.), (L.III.D.3.a.), (L.III.D.3.b.)
(e.2.A.v.)	(L.III.D.4.)
(e.2.A.xi.)	(L.IV.C.4.)
(e.2.B.vi.)	(L.IV.C.1.), (L.IV.C.2.)
(e.2.B.vii.)	(L.IV.C.3.), (L.IV.D.1.), (L.IV.D.2.), (L.IV.D.3.)
(e.2.B.viii.)	(L.III.A.3.), (L.III.B.2.)
(e.2.B.x.)	(L.III.B.5.a.)
(e.2.D.)	(L.IV.C.4.), (L.IV.B.4.)
(e.3.A.i.)	(R.III.B.2.a.)
(e.3.A.iii.)	(R.III.B.4.)
(e.3.B.ii.)	(R.III.C.3.)
(e.3.B.iii.)	(R.III.E.3.b.)
(e.3.B.iv.)	(R.III.D.6.d.)
(e.3.B.v.)	(R.III.C.1.)
(e.3.B.vi.)	(R.III.E.7.a.)
(e.3.C.i.)	(R.III.C.6.)
(e.3.C.ii.)	(R.IV.C.6.)
(e.3.C.iii.)	(R.III.C.2.d.)
(e.3.C.iv.)	(R.III.D.14.b.)
(e.3.C.v.)	(R.III.C.2.f.)
(e.3.C.vi.)	(R.III.C.5.a.)
(e.3.C.vii.)	(R.III.C.5.b.)
(e.3.C.viii.)	(R.III.D.13.)
(e.3.C.ix.)	(R.III.C.7.)
(e.3.C.x.)	(R.III.C.8.)
(e.3.C.xi.)	(R.III.D.14.a)
(e.3.C.xii.)	(R.III.E.3.c.)
(e.3.C.xiii.)	(R.III.E.4.b.)
(e.3.C.xiv.)	(R.III.E.6.a.)
(e.3.C.xv.)	(R.III.E.6.b.)
(e.3.C.xvi.)	(R.III.E.7.b.)
(e.3.C.xvii.)	(R.III.E.7.c.)
(e.3.C.xviii.)	(R.III.E.7.d.)
(e.3.C.xix.)	(R.III.E.8.)
(e.3.C.xx.)	(R.III.E.9.)
(e.3.C.xxi.)	(R.III.E.10.a.)
(e.3.C.xxii.)	(R.III.E.10.b.)
(e.3.C.xxiii.)	(R.III.E.11.)
(e.3.D.i.)	(R.III.C.2.e.)
(e.3.D.iii.)	(R.IV.D.1.), (R.IV.D.1.b.)
(e.3.D.iv.)	(R.III.D.6.b.), (R.III.D.10.a.)
(e.3.D.v.)	(R.III.E.11.)
(e.3.D.vi.)	(R.III.D.5.)
(e.3.D.vii.)	(R.III.D.2.)
(e.3.D.viii.)	(R.III.D.3.)

Grade Four
(cont.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(e.3.D.ix.)	(R.III.D.6.d.)
(e.3.D.x.)	(R.III.D.7.)
(e.3.D.xi.)	(R.III.D.11.c.)
(e.3.D.xii.)	(R.III.D.12.a.)
(e.3.D.xiv.)	(R.III.D.12.b.)
(e.3.E.i.)	(R.III.C.7.)
(e.3.E.ii.)	(R.III.E.1.)
(e.3.E.iv.)	(R.III.D.11.a.), (R.III.E.2.a.)
(e.3.E.v.)	(R.III.E.3.c.)
(e.3.E.vi.)	(R.III.E.4.b.), (R.III.E.9.)
(e.3.F.vii.)	(R.III.E.7.c.)
(e.3.F.viii.)	(R.III.D.11.b.)
(e.3.E.ix.)	(R.III.E.2.b.)
(e.3.E.x.)	(R.III.E.2.c.)
(e.3.E.xi.)	(R.III.E.3.b.)
(e.3.E.xii.)	(R.III.E.13.)
(e.3.F.i.)	(R.III.F.1.a.)
(e.3.F.ii.)	(R.III.F.1.e.)
(e.3.F.iii.)	(R.III.F.2.)
(e.3.F.iv.)	(R.III.F.3.b.)
(e.3.F.v.)	(R.III.F.4.)
(e.3.F.vi.)	(R.III.F.5.)
(e.3.F.vii.)	(R.III.F.6.)
(e.3.F.viii.)	(R.III.F.7.)
(e.3.F.ix.)	(R.III.F.8.)
(e.3.F.x.)	(R.III.F.9.)
(e.3.F.xi.)	(R.III.F.10.)
(e.3.F.xii.)	(R.III.F.11.)
(e.3.F.xiii.)	(R.III.F.12.b.)
(e.3.F.xiv.)	(R.III.F.12.d.)
(e.3.F.xv.)	(R.III.F.13.)
(e.4.A.iii.)	(L.IV.B.3.)
(e.4.C.vi.)	(R.V.A.5.)
(e.5.A.i.)	(L.III.B.6.), (L.III.C.1.), (L.III.B.6.), (L.III.A.1.)
(e.5.A.ii.)	(L.III.B.6.)
(e.5.A.vi.)	(L.III.C.3.)
(e.5.A.vii.)	(L.III.A.2.)
(e.5.A.viii.)	(L.II.A.3.), (L.III.A.3.)
(e.5.A.xiv.)	(L.III.A.6.)
(e.5.B.i.)	(L.IV.B.5.b.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf

Grade Five

(f.2.A.ii.)	(L.III.D.1.), (L.III.D.2.), (L.III.D.3.a.), (L.III.D.3.b.)
(f.2.A.v.)	(L.III.D.4.)
(f.2.A.xi.)	(L.IV.C.4.)
(f.2.B.vi.)	(L.IV.C.1.), (L.IV.C.2.)
(f.2.B.vii.)	(L.IV.C.3.), (L.IV.D.1.), (L.IV.D.2.), (L.IV.D.3.)
(f.2.B.viii.)	(L.III.A.3.), (L.III.B.2.)
(f.2.B.x.)	(L.III.B.5.a.)
(f.2.D.)	(L.IV.C.4.), (L.IV.B.4.)
(f.3.A.i.)	(R.III.B.2.a.)
(f.3.A.ii.)	(R.III.B.4.)
(f.3.B.ii.)	(R.IV.C.3.)
(f.3.B.iii.)	(R.III.E.3.b.)
(f.3.B.v.)	(R.IV.D.8.)
(f.3.B.vi.)	(R.III.E.7.a.)
(f.3.C.i.)	(R.III.C.6.)
(f.3.C.ii.)	(R.IV.C.6.)
(f.3.C.iii.)	(R.III.C.2.d.)
(f.3.C.iv.)	(R.III.D.14.b.)
(f.3.C.v.)	(R.III.C.2.f.)
(f.3.C.vi.)	(R.IV.C.5.a.)
(f.3.C.vii.)	(R.III.C.5.b.)
(f.3.C.viii.)	(R.III.D.13.)
(f.3.C.xi.)	(R.III.C.7.)
(f.3.C.xii.)	(R.III.C.7.)
(f.3.C.xiii.)	(R.III.C.8.)
(f.3.C.xiv.)	(R.III.C.9.)
(f.3.C.xvi.)	(R.III.D.14.a.)
(f.3.C.xvii.)	(R.III.D.14.c.)
(f.3.C.xviii.)	(R.III.E.3.c.)
(f.3.C.xix.)	(R.III.E.4.b.)
(f.3.C.xx.)	(R.III.E.5.)
(f.3.C.xxi.)	(R.III.E.6.a.)
(f.3.C.xxii.)	(R.III.E.6.b.)
(f.3.C.xxiii.)	(R.III.E.7.b.)
(f.3.C.xxiv.)	(R.III.E.7.c.)
(f.3.C.xxv.)	(R.III.E.7.d.)
(f.3.C.xxvi.)	(R.IV.E.8.)
(f.3.C.xxvii.)	(R.III.E.10.a.)
(f.3.C.xxviii.)	(R.III.E.10.b.)
(f.3.C.xxix.)	(R.IV.E.10.)
(f.3.C.xxx.)	(R.III.E.10.b.)
(f.3.C.xxxi.)	(R.III.E.11.)
(f.3.D.i.)	(R.III.C.2.e.)
(f.3.D.iii.)	(R.III.D.1.), (R.IV.D.1.b.)
(f.3.D.iv.)	(R.III.D.6.b.), (R.III.D.10.a.)

Grade Five
(cont.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(f.3.D.v.)	(R.III.F.11.)
(f.3.D.vi.)	(R.III.D.5.)
(f.3.D.vii.)	(R.III.D.2.)
(f.3.D.viii.)	(R.IV.D.3.)
(f.3.D.ix.)	(R.IV.D.4.)
(f.3.D.x.)	(R.III.D.6.d.)
(f.3.D.xi.)	(R.IV.D.6.e.)
(f.3.D.xii.)	(R.IV.D.6.f.)
(f.3.D.xiii.)	(R.IV.D.7.)
(f.3.D.xiv.)	(R.IV.D.8.)
(f.3.D.xv.)	(R.III.D.11.c.)
(f.3.D.xvi.)	(R.III.D.12.a.)
(f.3.D.xvii.)	(R.III.D.12.b.)
(f.3.D.xviii.)	(R.III.D.12.c.)
(f.3.E.i.)	(R.III.C.8.)
(f.3.E.ii.)	(R.III.E.1.)
(f.3.E.iv.)	(R.III.D.11.a.), (R.III.E.2.a.)
(f.3.E.vi.)	(R.III.E.4.b.), (R.III.E.9.)
(f.3.E.vii.)	(R.III.E.7.c.)
(f.3.E.viii.)	(R.III.D.11.b.)
(f.3.E.ix.)	(R.III.E.2.b.)
(f.3.E.x.)	(R.III.E.2.c.)
(f.3.E.xi.)	(R.III.E.13.)
(f.3.F.i.)	(R.III.F.1.b.)
(f.3.F.ii.)	(R.IV.F.1.)
(f.3.F.iii.)	(R.III.F.2.)
(f.3.F.iv.)	(R.III.F.3.b.)
(f.3.F.v.)	(R.III.F.4.)
(f.3.F.vi.)	(R.III.F.5.)
(f.3.F.vii.)	(R.IV.F.6.)
(f.3.F.viii.)	(R.IV.F.7.)
(f.3.F.ix.)	(R.III.F.8.)
(f.3.F.x.)	(R.III.F.9.)
(f.3.F.xi.)	(R.III.F.10.)
(f.3.F.xii.)	(R.III.F.11.)
(f.3.F.xiii.)	(R.III.F.12.b.)
(f.3.F.xv.)	(R.III.F.12.d.)
(f.3.F.xvi.)	(R.III.F.3.)
(f.5.A.i.)	(L.III.B.6.), (L.III.C.1.), (L.III.B.6.), (L.III.A.1.)
(f.5.A.ii.)	(L.III.B.6.)
(f.5.A.vi.)	(L.III.C.3.)
(f.5.A.vii.)	(L.III.A.2.)
(f.5.A.viii.)	(L.II.A.3.), (L.III.A.3.)
(f.5.A.xiv.)	(L.III.A.6.)
(f.5.B.i.)	(L.IV.B.5.b.)

Grade Six

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(g.2.A.ii.)	(L.III.D.1.), (L.III.D.2.), (L.III.D.3.a.), (L.III.D.b.)
(g.2.A.v.)	(L.III.D.4.)
(g.2.A.xi.)	(L.IV.C.4.)
(g.2.B.vi.)	(L.IV.C.1.), (L.IV.C.2.)
(g.2.B.vii.)	(L.IV.C.3.), (L.IV.D.1.), (L.IV.D.2.), (L.IV.D.3.)
(g.2.B.viii.)	(L.III.A.3.), (L.III.B.2.)
(g.2.B.x.)	(L.III.B.5.a.)
(g.2.D.)	(L.IV.B.4.), (L.IV.C.4.)
(g.3.A.1.)	(R.IV.B.2.)
(g.3.A.ii.)	(R.IV.B.4.)
(g.3.A.iii.)	(R.IV.D.6.e.)
(g.3.B.ii.)	(R.IV.C.3.)
(g.3.B.iii.)	(R.III.E.3.b.)
(g.3.B.iv.)	(R.IV.D.8.)
(g.3.C.i.)	(R.III.C.6.)
(g.3.C.ii.)	(R.IV.C.6.)
(g.3.C.iv.)	(R.VI.E.15.)
(g.3.C.v.)	(R.III.C.2.f.)
(g.3.C.vi.)	(R.IV.C.5.a.)
(g.3.C.vii.)	(R.III.C.5.b.)
(g.3.C.viii.)	(R.IV.D.13.b.)
(g.3.C.xi.)	(R.V.C.7.)
(g.3.C.xii.)	(R.V.C.8.)
(g.3.C.xiii.)	(R.V.C.9.)
(g.3.C.xiv.)	(R.V.C.10.)
(g.3.C.xv.)	(R.IV.D.5.b.)
(g.3.C.xvi.)	(R.IV.D.13.a.)
(g.3.C.xvii.)	(R.IV.D.14.a.)
(g.3.C.xviii.)	(R.IV.D.14.b.)
(g.3.C.xix.)	(R.III.D.14.c.)
(g.3.C.xx.)	(R.VI.E.12.)
(g.3.C.xxi.)	(R.IV.D.15.)
(g.3.C.xxii.)	(R.IV.E.3.)
(g.3.C.xxiii.)	(R.IV.E.4.b.)
(g.3.C.xxiv.)	(R.IV.E.5.)
(g.3.C.xxv.)	(R.IV.E.6.a.)
(g.3.C.xxvi.)	(R.IV.E.6.b.)
(g.3.C.xxvii.)	(R.IV.E.7.)
(g.3.C.xxviii.)	(R.V.E.8.)
(g.3.C.xxix.)	(R.VI.E.9.)
(g.3.C.xxx.)	(R.VI.E.10.)
(g.3.D.i.)	(R.III.C.2.e.)
(g.3.D.iii.)	(R.V.D.1.)
(g.3.D.iv.)	(R.IV.D.6.e.), (R.IV.D.11.)
(g.3.D.v.)	(R.IV.F.11.)

Grade Six
(cont.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(g.3.D.vi.)	(R.IV.D.5.)
(g.3.D.vii.)	(R.IV.D.1.c.)
(g.3.D.viii.)	(R.V.D.2.)
(g.3.D.ix.)	(R.V.D.3.)
(g.3.D.x.)	(R.V.D.4.)
(g.3.D.xi.)	(R.IV.D.9.)
(g.3.D.xii.)	(R.V.D.6.d.)
(g.3.D.xiii.)	(R.V.D.6.e.)
(g.3.D.xiv.)	(R.V.D.7.)
(g.3.D.xv.)	(R.IV.D.12.)
(g.3.D.xvi.)	(R.IV.E.15.)
(g.3.E.ii.)	(R.IV.E.1.)
(g.3.E.iv.)	(R.III.D.11.a.), (R.IV.E.2.a.)
(g.3.E.vi.)	(R.IV.E.4.b.), (R.IV.E.9.)
(g.3.E.vii.)	(R.IV.E.7.)
(g.3.E.viii.)	(R.IV.E.2.c.)
(g.3.E.ix.)	(R.IV.E.13.)
(g.3.E.x.)	(R.IV.E.4.a.)
(g.3.F.i.)	(R.IV.F.1.)
(g.3.F.ii.)	(R.IV.F.2.)
(g.3.F.iii.)	(R.IV.F.3.)
(g.3.F.v.)	(R.IV.F.5.)
(g.3.F.vi.)	(R.IV.F.6.)
(g.3.F.vii.)	(R.IV.F.7.)
(g.3.F.viii.)	(R.IV.F.8.)
(g.3.F.ix.)	(R.IV.F.9.)
(g.3.F.x.)	(R.IV.F.10.)
(g.3.F.xii.)	(R.III.F.12.c.)
(g.3.F.xiii.)	(R.IV.F.12.)
(g.3.F.xiv.)	(R.IV.F.13.)
(g.5.A.i.)	(L.III.B.6.), (L.III.C.1.), (L.III.B.6.), (L.III.A.1.)
(g.5.A.ii.)	(L.III.B.6.)
(g.5.A.vi.)	(L.III.C.3.)
(g.5.A.vii.)	(L.III.A.2.)
(g.5.A.viii.)	(L.II.A.3.), (L.III.A.3.)
(g.5.A.xiv.)	(L.III.A.6.)
(g.5.B.i.)	(L.IV.B.5.b.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf

Grade Seven English Language Arts

(a.2.A.)	(L.IV.B.1.)
(a.2.A.iii.)	(L.IV.B.5.a.)
(a.2.B.i.)	(L.IV.A.1.), (L.IV.A.3.)
(a.2.B.ii.)	(L.IV.B.6.)
(a.2.B.iii.)	(L.IV.A.4.)
(a.2.G.)	(L.IV.B.2.)
(a.3.E.)	(L.IV.D.4.)
(a.5.B.)	(L.IV.A.2.)
(a.5.C.)	(L.IV.A.6.)
(a.5.D.)	(L.IV.A.5.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf

Grade Eight English Language Arts

(b.2.A.)	(L.IV.B.1.)
(b.2.A.iii.)	(L.IV.B.5.a.)
(b.2.B.i.)	(L.IV.A.1.), (L.IV.A.3.)
(b.2.B.ii.)	(L.IV.B.6.)
(b.2.B.iii.)	(L.IV.A.4.)
(b.2.G.)	(L.IV.B.2.)
(b.3.E.)	(L.IV.D.4.)
(b.5.B.)	(L.IV.A.2.)
(b.5.C.)	(L.IV.A.6.)
(b.5.D.)	(L.IV.A.5.)

Grade Seven Reading

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(c.1.A.)	(R.V.B.4.)
(c.1.B.)	(R.VI.B.2.)
(c.1.C.)	(R.V.D.6.e.)
(c.1.D.)	(R.VI.B.1.)
(c.1.E.)	(R.VI.B.3.)
(c.2.A.)	(R.V.D.7.)
(c.2.B.)	(R.VI.D.7.)
(c.2.C.)	(R.VI.D.6.)
(c.2.D.)	(R.V.D.8.b.)
(c.3.A.)	(R.V.C.6.a.), (R.V.C.6.b.)
(c.3.C.)	(R.IV.C.5.a.)
(c.3.F.)	(R.V.D.13.a.)
(c.3.G.)	(R.V.D.14.)
(c.3.J.)	(R.VI.A.5.)
(c.3.K.)	(R.VI.C.1.)
(c.3.L.)	(R.VI.C.2.)
(c.3.M.)	(R.VI.C.4.)
(c.3.N.)	(R.VI.C.7.)
(c.3.O.)	(R.VI.C.8.)
(c.3.P.)	(R.VI.C.9.)
(c.3.Q.)	(R.VI.C.10.)
(c.3.R.)	(R.VI.D.2.)
(c.3.S.)	(R.VI.D.4.)
(c.3.T.)	(R.V.D.15.)
(c.3.U.)	(R.V.E.3.)
(c.3.V.)	(R.V.E.4.)
(c.3.W.)	(R.VI.E.5.)
(c.3.X.)	(R.VI.E.6.)
(c.3.Y.)	(R.VI.E.7.)
(c.3.Z.)	(R.VI.E.9.)
(c.3.A.A.)	(R.VI.E.10.)
(c.3.B.B.)	(R.VI.E.12.)
(c.3.C.C.)	(R.VI.E.15.)
(c.4.B.)	(R.VI.D.1.)
(c.4.C.)	(R.V.D.2.)
(c.4.D.)	(R.VI.F.11.)
(c.4.E.)	(R.VI.D.5.)
(c.4.F.)	(R.V.D.9.)
(c.4.G.)	(R.V.D.12.)
(c.4.H.)	(R.V.F.1.)
(c.4.I.)	(R.V.F.2.)
(c.4.J.)	(R.V.F.3.)
(c.4.K.)	(R.V.F.4.)
(c.4.L.)	(R.V.F.7.)
(c.4.M.)	(R.V.F.8.)
(c.4.N.)	(R.V.F.9.)
(c.4.O.)	(R.V.F.10.)

Grade Seven Reading
(cont.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(c.4.P.)	(R.V.F.11.)
(c.4.Q.)	(R.V.F.12.)
(c.4.R.)	(R.V.F.13.)
(c.4.S.)	(R.V.F.14.)
(c.5.A.)	(R.VI.E.1.)
(c.5.B.)	(R.V.E.1.b.)
(c.5.C.)	(R.V.E.1.c.)
(c.5.D.)	(R.V.E.1.d.)
(c.5.E.)	(R.VI.E.2.)
(c.5.F.)	(R.V.E.13.)
(c.5.G.)	(R.V.E.14.)

Grade Eight Reading

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf
(d.1.A.)	(R.VI.B.2.)
(d.1.B.)	(R.VI.B.4.)
(d.1.C.)	(R.VI.D.6.)
(d.1.D.)	(R.VI.B.1.)
(d.2.A.)	(R.VI.D.7.)
(d.2.C.)	(R.VI.D.8.)
(d.3.A.)	(R.VI.C.6.)
(d.3.B.)	(R.V.D.13.a.)
(d.3.H.)	(R.VI.E.15.)
(d.3.I.)	(R.VI.A.7.)
(d.3.J.)	(R.VI.C.1.)
(d.3.K.)	(R.VI.C.2.)
(d.3.L.)	(R.VI.C.5.)
(d.3.M.)	(R.VI.C.7.)
(d.3.N.)	(R.VI.C.8.)
(d.3.O.)	(R.VI.C.9.)
(d.3.P.)	(R.VI.D.3.)
(d.3.Q.)	(R.VI.D.4.)
(d.3.R.)	(R.VI.D.13.)
(d.3.S.)	(R.VI.D.14.)
(d.3.T.)	(R.VI.D.15.)
(d.3.U.)	(R.VI.E.3.)
(d.3.V.)	(R.VI.E.4.)
(d.3.W.)	(R.VI.E.5.)
(d.3.X.)	(R.VI.E.6.)
(d.3.Y.)	(R.VI.E.7.)
(d.3.Z.)	(R.VI.E.8.)
(d.3.AA.)	(R.VI.E.9.)
(d.3.BB.)	(R.VI.E.10.)
(d.3.CC.)	(R.VI.E.11.)
(d.3.DD.)	(R.VI.E.12.)
(d.3.EE.)	(R.VI.E.15.)
(d.4.B.)	(R.VI.D.1.)
(d.4.D.)	(R.VI.F.11.)
(d.4.E.)	(R.VI.D.5.)
(d.4.G.)	(R.VI.D.9.)
(d.4.H.)	(R.VI.D.12.)
(d.4.I.)	(R.VI.F.1.)
(d.4.J.)	(R.VI.F.2.)
(d.4.K.)	(R.VI.F.3.)
(d.4.L.)	(R.VI.F.4.)
(d.4.M.)	(R.VI.F.5.)
(d.4.N.)	(R.VI.F.6.)
(d.4.O.)	(R.VI.F.7.)
(d.4.P.)	(R.VI.F.8.)
(d.4.Q.)	(R.VI.F.9.)
(d.4.R.)	(R.VI.F.10.)

Supplemental Curriculum for the Hearing Impaired	Statewide Curriculum for the Deaf

Grade Eight Reading
(cont.)

(d.4.S.)	(R.VI.F.11.)
(d.4.T.)	(R.VI.F.12.)
(d.4.U.)	(R.VI.F.13.)
(d.4.V.)	(R.VI.F.14.)
(d.5.A.)	(R.VI.E.1.)
(d.5.B.)	(R.VI.E.2.)

APPENDIX B

INDIVIDUAL EDUCATIONAL PLAN (IEP)
LANGUAGE (Grades 1-3)
Regional Day School Program for the Deaf
(Continued)

Page _______ of _______

5. Language	Baseline	19___ to 19___	19___ to 19___	19___ to 19___
A. Vocabulary				
i. nouns and pronouns				
ii. action verbs and state verbs				
iii. negation/attribute possessive/recurrence/location/quantity/time				
iv. coordination/temporality/antithesis/causality/manner/shifting reference/determiners				
v. finer shades of meaning				
vi. answer "what do-, why, when, whose where-from, how, how much, how long, what happened, to/for whom"				
vii. multiple meanings				
viii. dictionary meanings				
ix. nonliteral language				
x. group/associate objects				
xi. synonyms and antonyms				
xii. verbal associations				
xiii. deduce meaning from context				
xiv. provide definitions				

5. Language	Baseline	19___ to 19___	19___ to 19___	19___ to 19___
B. Language structure				
i. simple sentence patterns				
• intransitive				
• transitive				
• linking verb				
• dative				
ii. expand subject/object noun phrase				
iii. expand verb phrase				
• conjoined verbs				
• early modals				
• copula and auxiliary "be"				
• morphological endings				
iv. transformations				
• ask yes/no and wh-questions				
• insert negative before verb				
• "There" and "It" expletives				
• delete redundant components				
v. rudimentary infinitive verb				
vi. early causality				

KEY:

1-4* / a-d	Eval. Date

*circle if met

Mastery Levels:

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Evaluation Procedure:
a. Teacher Observation
b. Formal Test
c. Informal Test
d. Other

NOTES

APPENDIX C

READING ASSESSMENT

Regional Day School Program for the Deaf

Name: ______________________ **Program:** ______________________

Early Childhood—Kindergarten

3. Reading

A. Decode written language
- i. Discriminate alphabet sign/sound/mouth position
- ii. Discriminate visual shapes, etc.
- iii. Direction of print
- iv. Morphemes change meaning
- v. Initial sight vocabulary
- vi. Aware of short and long words
- vii. Words that begin/end alike/look alike

B. Written vocabulary and grammar
- i. Relate experiences in sentences
- ii. Missing words/what comes next
- iii. Find/produce picture captions
- iv. Aware of picture dictionary

C. Comprehension skills
- i. Tell what story is about
- ii. Recall facts/details
- iii. Arrange events sequentially
- iv. Distinguish real from unreal
- v. Retell a story
- vi. Identify pictured emotions
- vii. Characterize story as funny, sad
- viii. Develop favorite stories
- ix. Understand experience stories with pictures
- x. Make inferences from pictures

D. Practical reading skills
- i. Follow oral/signed directions
- ii. Follow pictured directions
- iii. Recognize first/last name
- iv. Aware of picture dictionary
- v. See adults use various texts for variety of purposes

E. Literary appreciation skills
- i. Appreciate rhyme, rhythm, etc.
- ii. Respond to forms of literature
- iii. Experience various themes of our literary heritage

Grade 1

3. Reading

A. Decode written language
- i. Use basic phonics
- ii. Use simple structural analysis
- iii. Acquire/comprehend sight vocab.
- iv. Use context/visual clues
- v. Recognize short vs. long words
- vi. Discriminate words that begin/end alike
- vii. Know some early suffixes
- viii. Morphemes indicate verb tenses
- ix. Know rhyming words ending alike

B. Written vocabulary and grammar
- i. Relate experiences in sentences
- ii. Know meaning—words in context
- iii. Acquire vocabulary of concepts
- iv. Alphabetize initial letters
- v. Follow experience story pictures
- vi. Find words in picture dictionary
- vii. Match/produce captions to pictures
- viii. Learn vocabulary of emotions

C. Comprehension skills
- i. Identify main idea
- ii. Recall facts/details
- iii. Arrange events sequentially
- iv. Distinguish fantasy/fact
- v. Summarize and paraphrase
- vi. Identify cause of an event
- vii. Predict probable outcomes
- viii. Tell before/during/after event
- ix. Identify emotion of characters
- x. Be aware of story settings
- xi. Note the nature of a story

D. Practical reading skills
- i. Follow written directions
- ii. Use phrases in reading

GRADE 2

3. Reading

A. Decode written language
- i. Use early complex phonics
- ii. Use complex structural analysis
- iii. Know sight vocab. word meanings
- iv. Use context/picture/visual clues

B. Written vocabulary and grammar
- i. Relate experience in sentences
- ii. Understand word meaning from context
- iii. Acquire vocabulary of concepts
- iv. Alphabetize by 2 + letters
- v. Find dictionary words by 2 letters
- vi. Know some synonyms/antonyms
- vii. Read experience charts alone
- viii. Learn vocabulary of emotions

C. Comprehension skills
- i. Identify main idea
- ii. Recall facts/details
- iii. Arrange events sequentially
- iv. Distinguish fantasy/fact
- v. Summarize and paraphrase
- vi. Identify cause/effect
- vii. Predict probable outcomes
- viii. Know/translate idioms, slang
- ix. Begin to formulate conclusions
- x. Exposure to story plots
- xi. Identify when story takes place
- xii. Relate character to description
- xiii. Recognize character mood change
- xiv. Tell feelings about characters
- xv. Note the nature of a story

D. Practical reading skills
- i. Follow written directions
- ii. Use cadence/stress in reading
- iii. Use contents/headings of book

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*Indicates entries found in Language, Listening and Speaking sections. All other pertain to Reading and Writing.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;
(2) operation of school bus routes or runs on a non-segregated basis;
(3) nondiscrimination in extracurricular activities and the use of school facilities;
(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
(6) nondiscriminatory practices relating to the use of a student's first language; and
(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

THE STATE OF TEXAS

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GE6-331-01